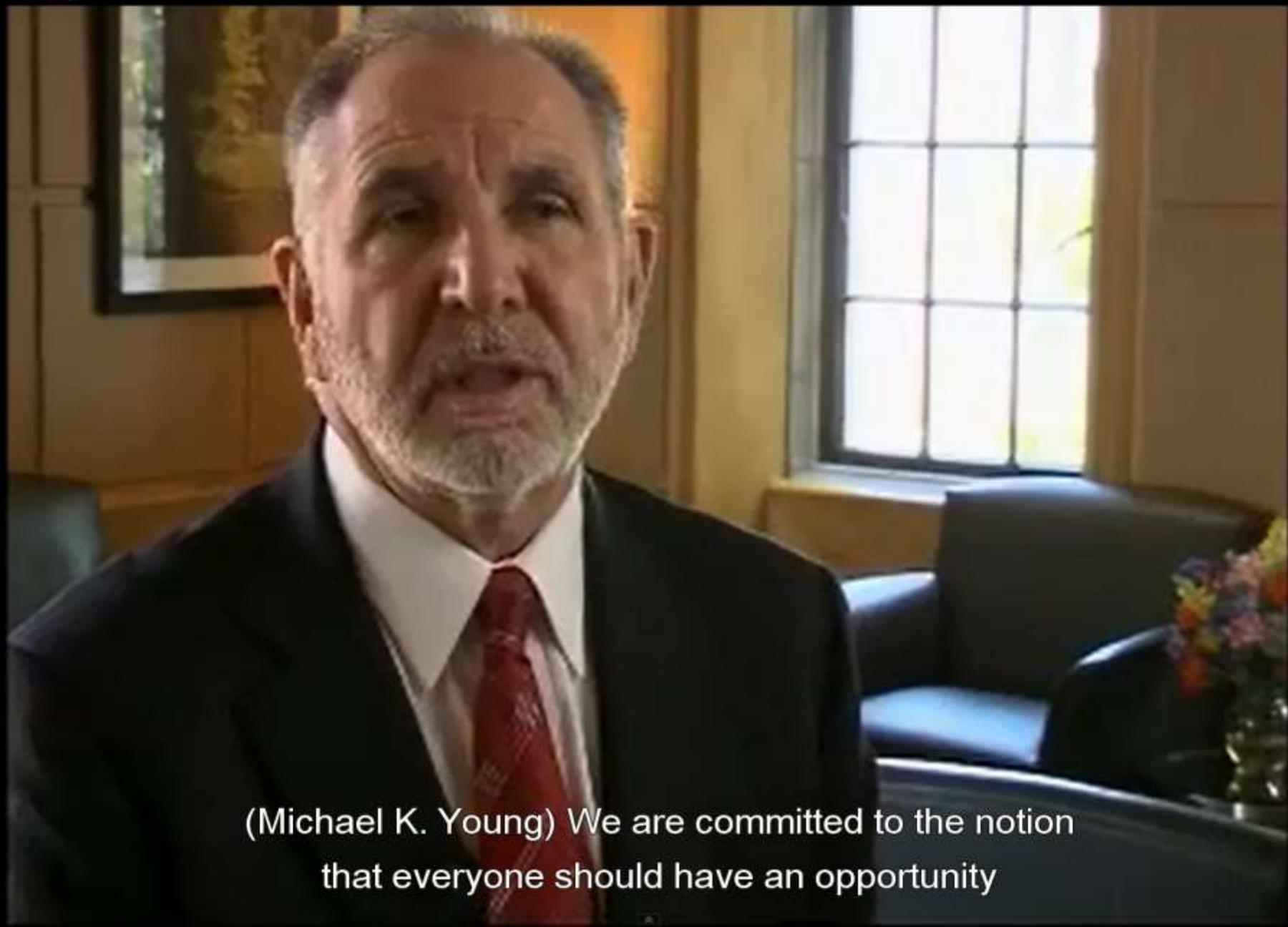# Universal Design for Presenting:

a presentation style designed to be inclusive and lessen the need for accommodations

AJ Duxbury
University of Washington
Student Life Mini-Conference
April 4, 2014

(Michael K. Young) We are committed to the notion
that everyone should have an opportunity

HOUSING & FOOD SERVICES
UNIVERSITY of WASHINGTON
Division of Student Life

History

- Americans with Disabilities Act, 1990

President Bush, Sr. signing the ADA on July 26, 1990
Back: Rev. Harold Wilke and Sandra Parrino
Front: Evan Kemp and Justin Dart, Jr.

- Required equal opportunity for persons with disabilities in employment, state and local government services, transportation, telephone services and public and commercial facilities

History

- Retrofitting required looking at each 'feature' to see if it's a barrier
    - e.g. stairs, water fountains, service windows – difficult or impossible for some physical disabilities, elderly, children, strollers/carts
- Retrofits typically:
    - are costly
    - solve one issue at a time
    - are visually unappealing as well
    - send the message that people needing these are afterthoughts

History

• Universal Design became the architectural term for an approach involving:

  - being intentionally inclusive
  - anticipating a wide variety of needs
  - broadening usability
  - sending the message of respect for human diversity from the beginning

(Michael K. Young) Universal design is a very powerful concept because what it means is

History

- Universal Design for Learning "is the proactive design to ensure instruction is educationally accessible regardless of learning style, physical or sensory abilities." (Emiliano Ayala)

- Designed to be inclusive and therefore lessen need for accommodation
- Nearly the exact opposite of how people are taught in school to present
  - Thus, UDL will probably be a little different than you and your audience are used to
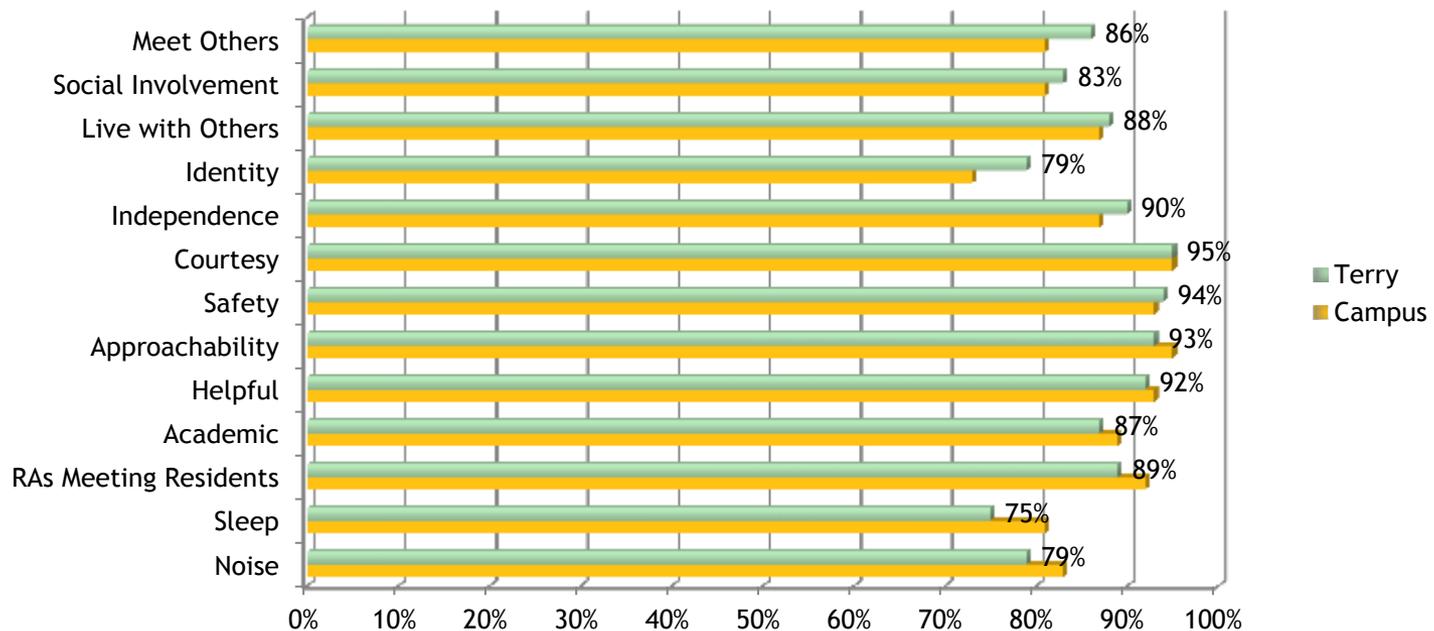
Translated for Presenting

	We're Taught	Universal Design for Presenting	UDP impact
Visually	• Few details • Major points	• All details • All points	• Assists those with visual disabilities because they can get the notes up close • Assists those with hearing disabilities because they might not be able to hear your explanations • Helps visual learners
Verbally	• Elaborate on the major points on slide	• Don't read word for word, but cover all your points on the slide	• Assists those with visual disabilities who might not be able to read the slide's details • Helps auditory learners
Handouts	• Sustainability = none, or only what's 'exciting'	• Sustainability = some are needed, use both sides • Per 10 people: 2 or 3 presentation and 1 large print	• Assists those with visual disabilities by having a closer version than the screen • Helps kinesthetic learners (those who learn by doing/writing)

Concerns in Using UDP

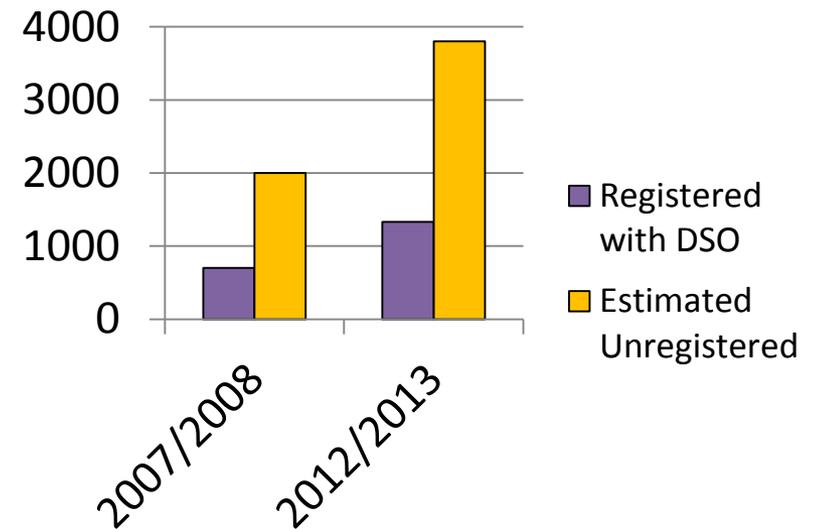| Concern	UDP Response	Reality
• People will think I don't know how to present since this is not how schools teach presenting and PowerPoint skills.	• Use the first 2-3 minutes of your presentation to explain it! Bonus: makes your inclusivity obvious.	• It's about individual style. • Comment from previous presentation: "She made the presentation accommodating to all." • Chief Housing Officer commented in person she appreciated the UDL approach. • Multiple attendees asked for more information on UDL
• It's awkward to describe photos or explain a complete chart or graph.	• Not an elaborate description. • Is your fleeting feeling of awkwardness worth making others feel more included?	• "This is a picture of three students sitting in a typical hall lounge talking."
• Makes PowerPoints boring.	• Just because you have to explain things doesn't mean you can't have a picture. • Get creative!	• It's about individual style.

Presenting Statistics in UDP

- Always provide large print copies of graphs
  - People tend to want to see graphs up close anyway, but this caters to those with visual disabilities
- Cover trends explicitly instead of generally
  - But don't cover every statistic

Presenting Statistics in UDP

- Anecdotally: Pie Charts with spaces are more helpful

07/08

Pie chart: Registered with DSO (700), Estimated Unregistered (2000)

Bar chart comparing Registered with DSO and Estimated Unregistered for 2007/2008 and 2012/2013
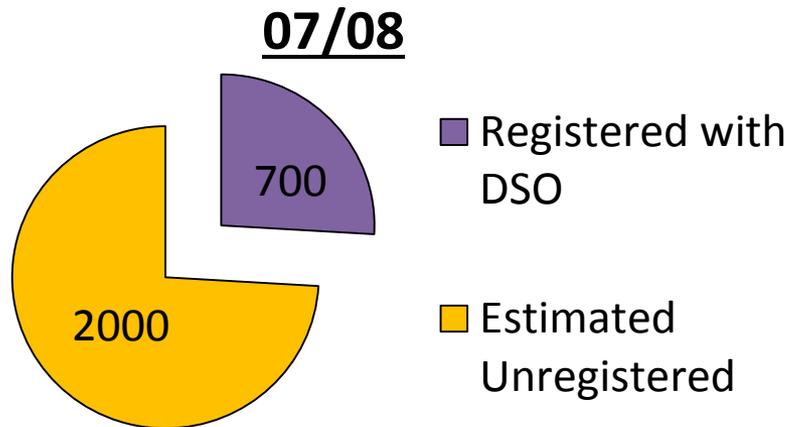
Presenting Statistics in UDP

- Can you turn it into a picture/graphic?
  - Using size can be helpful to compare
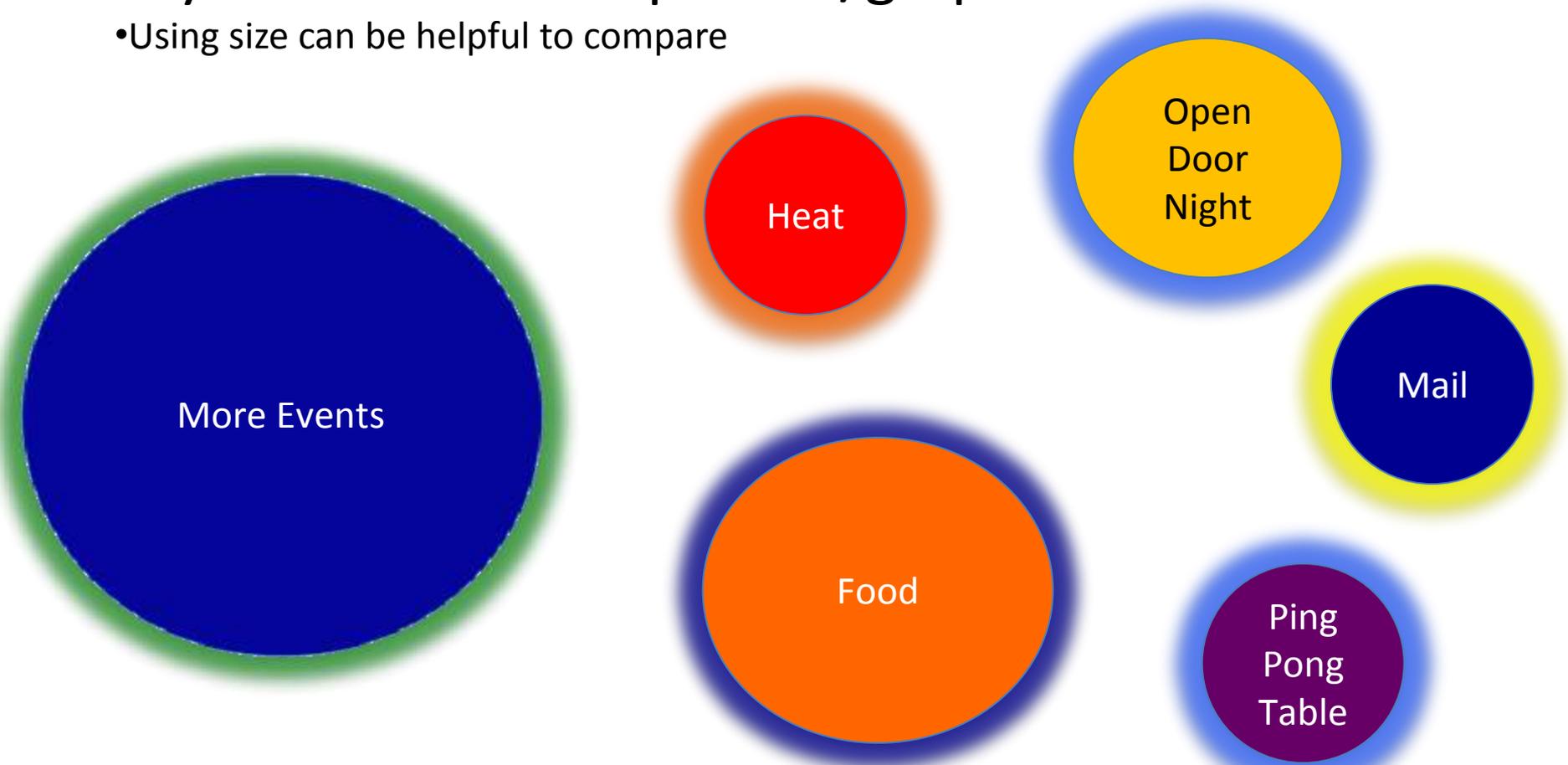
HOUSING & FOOD SERVICES
UNIVERSITY *of* WASHINGTON
Division of Student Life

Example: Explaining UDP before a Presentation

- Designed to be inclusive and therefore lessen need for accommodation
    - If you don't put all your details on the slide and provide a copy, those with visual disabilities may miss details and those with hearing disabilities might not hear your explanations
    - If you don't explain everything on the slide (including pictures and graphs), those with visual disabilities miss details
- Nearly the exact opposite of how people are taught in school to present
    - Thus, this may be a little different than you're used to, enjoy…

Example: Explaining UDP before a Presentation

- Large Print Copies of Presentation
  - Please pass around and take one if you want/need
- Handouts of Materials
  - There will be samples to look at but not enough for everyone to take with them
  - Please see me afterward if you would like to take anything with you
  - All materials will be put online after the conference for downloading

Examples: R U OK? Program

- Biweekly area team meetings
  - Designed to share information

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	X					
	X					
	X					

- RD noticed a Psychology Dept study on suicide ideation
  - All pulls tabs were gone in multiple halls

Examples: R U OK? Program

- Asst. Dir. for Residential Life
- H&W Director

- H&W Asst. Dir. for Alcohol & Other Drugs Education
- HFS Counselor
  - Both trained in Motivational Interviewing

RED
Call RA or UWPD immediately.
Ex: suicide attempt, cutting, eating disorder, severe alcohol consumption, physical abuse

YELLOW
You can handle,
and notify RA as soon as possible.
Ex: depression, recent but not current eating disorder, non-physical signs of relationship abuse, potential alcohol abuse

GREEN
You can handle,
and notify RA in a timely manner.
Ex: homesick, culture shock, trend of skipping classes, potential alcohol abuse;
Ex: family/friends know and are helping, already seeking help from professional

Evaluation Framework

Strategies to Encourage Resources

Examples: Delegation

Gofer Delegation: "Go for this, go for that, do this, do that, and tell me when it's done" (Covey, 1989).
-doesn't really give anyone power

Cute gopher that you might ask to go get you a nut but certainly wouldn't put in charge of anything. That would be silly.

Examples: Delegation

Stewardship Delegation: "You're in charge."
-gives people power to decide how to do the project and makes them responsible for the results

Armed gopher who you have told to take charge... and take charge it has.

Campus Resources

- ## Disability Resources for Students
    - Works with matriculated students
    - Process
        - Consultation: can DRS help?
        - Access Planning Meeting: determine appropriate accommodation and how to request

    Mary Gates 011

    Box 352808

    uwdss@uw.edu

    206-543-8924 or 206-543-8925 (TTY)

- ## Disability Services Office
    - Works with faculty and staff with disabilities to determine appropriate accommodation
    - Works with non-matriculated students

    Condon 836

    Box 354560

    dso@u.washington.edu

    206-543-6450 or 206-543-6452 (TTY)

Campus Resources: Technology

- Dan Comden

Consultant, Access Technology Center

206 685-4144

Box 352820

Mary Gates Hall 064

danc@uw.edu

- Krista L Greear

Assistive Technology/Alternative Media Program Manager, Disability Resources for Students

206 543-8924

Box 352808

Mary Gates Hall 011

greeark@uw.edu

Accessible Technology at the UW – Main Website
http://www.washington.edu/accessibility/

Accessible Technology at the UW – PDF Accessibility
http://www.washington.edu/accessibility/pdf.html

(Michael K. Young) Accessibility requires effort on the part of everyone in the higher education community...

Questions

AJ Duxbury

duxbury@uw.edu

206-221-1977