

Universal Design in Workforce Development and Career Centers

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INSTITUTE FOR COMMUNITY INCLUSION
promoting the inclusion of people with disabilities



Universal Design



- Create environments that are usable by as many people as possible regardless of their age, size, ability, or disability

INCORPORATING UNIVERSAL DESIGN

- Design environment to meet needs of **all people** who wish to use it
- **Flexibility** in use – *not “one size fits all”*
- Meeting needs of people with disabilities is no longer considered “*Special*” or “*Extra*”

Universal Design is Good Design

- **Design and composition of environment so that it may be accessed, understood and used:**

- To greatest possible extent
- In most independent and natural manner possible
- In widest possible range of situations
- Without need for adaptation, modification, assistive devices or specialized solutions, by any persons of any age or size or having any particular physical, sensory, mental health or intellectual ability or disability





INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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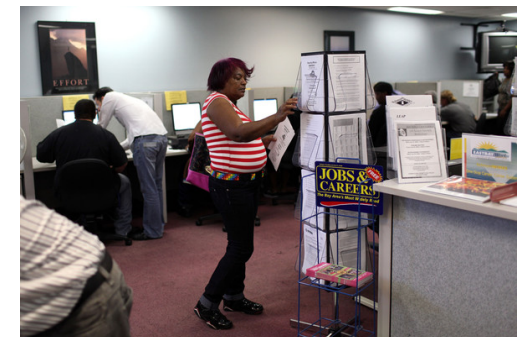
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!





UNIVERSAL DESIGN APPLIES TO:

- Physical environment
- Service environment
- Learning environment



Learning Style



Name _____ Date _____

Learning Style Quiz

Read the following questions and circle the letter of the best answer in your opinion. There is no right or wrong answers to this quiz. Just circle what you usually prefer.

1. **When learning how to use my computer, I prefer to:**
 - A. Read the manual first
 - B. Have someone explain how to do it first
 - C. Just start using the computer and get help if I need it
2. **When getting directions to a new location, it is easier to:**
 - A. Look at a map
 - B. Have someone tell me how to get there
 - C. Follow someone or have them take me there
3. **To remember a phone number, I:**
 - A. Look at the number and dial it several times
 - B. Repeat it silently or out loud to myself several times
 - C. Remember the number by the pattern pressed on the keypad, the tones of each number or by writing it down
4. **For relaxation, I prefer to:**
 - A. Read a book or magazine
 - B. Listen to or play music
 - C. Go for a walk or do something physical
5. **I am better at:**
 - A. Reading
 - B. Talking
 - C. Physical activities
6. **In school, I learn best by:**
 - A. Reading
 - B. Listening
 - C. Hands-on activities
7. **I tend to be a:**
 - A. Thinker
 - B. Talker
 - C. Doer
8. **When I study for a test, it works best when I:**
 - A. Read and picture the information in my head
 - B. Read and say the ideas out loud or silently
 - C. Highlight, write notes and outlines

From CollegeScope/College and Career Success by Dr. Marsha Fralick

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**Count the
number of
A's, B's, and C's**

- **A** – Visual Learners
- **B** – Auditory Learners
- **C** – Kinesthetic/Tactile Learners

PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING

I. Provide Multiple Means of Representation

II. Provide Multiple Means of Action and Expression

III. Provide Multiple Means of Engagement





PowerPoint

EXAMPLE

Public Policies that Support a Person with a Disability Working with a Job Coach

- The Rehabilitation Act of 1973 authorizes public VR funding for the individual's job development and placement activities
- CMS Waiver Program provides Medicaid funding for long-term placement supports such as job coaching and other assistance
- The Americans with Disabilities Act provides the right to reasonable accommodation, rights to non-discrimination in hiring, and requires provision of accessible public transportation
- The Ticket to Work and Work Incentives Improvement Act of 1999 allows the individual to maintain health insurance through the state's Medicaid buy-in program, and establishes benefit counseling through the Work Incentive Planning & Assistance Program to help individual manage benefits



Rehabilitation Act

Authorizes public VR funding for job development & placement

CMS Waiver Program

Medicaid funding for long-term placement supports

Americans with Disabilities Act

- 1) Right to accommodation**
- 2) Non-discrimination in hiring**
- 3) Accessible transportation**

Ticket to Work & Work Incentives Improvement Act

- 1) Maintain health insurance through Medicaid buy-In**
- 2) Benefits counseling**

A 3D white figure wearing a black tie, standing and holding a large rectangular sign with both hands. The figure is positioned to the right of the sign, facing left. The sign has a grey border and a white background with text.

Discussion:

- **Who are current and potential Career Center Customers?**
- **What are their needs in terms of universal design?**



- **Anticipate** needs
- Information available in **multiple formats**
- **Stress goal** of universal access to customers
- **Avoid presumptions**
- **All customers** asked about support and accommodation needs
- Disability-specific information to all customers
- Maintain and respect **confidentiality**
- Incorporate feedback on universal access in **evaluation**
- **In-person and online**
- **Process never ends**

Brainstorming on UD Strategies



Front Desk - Intake



Resource Library



Career Counseling

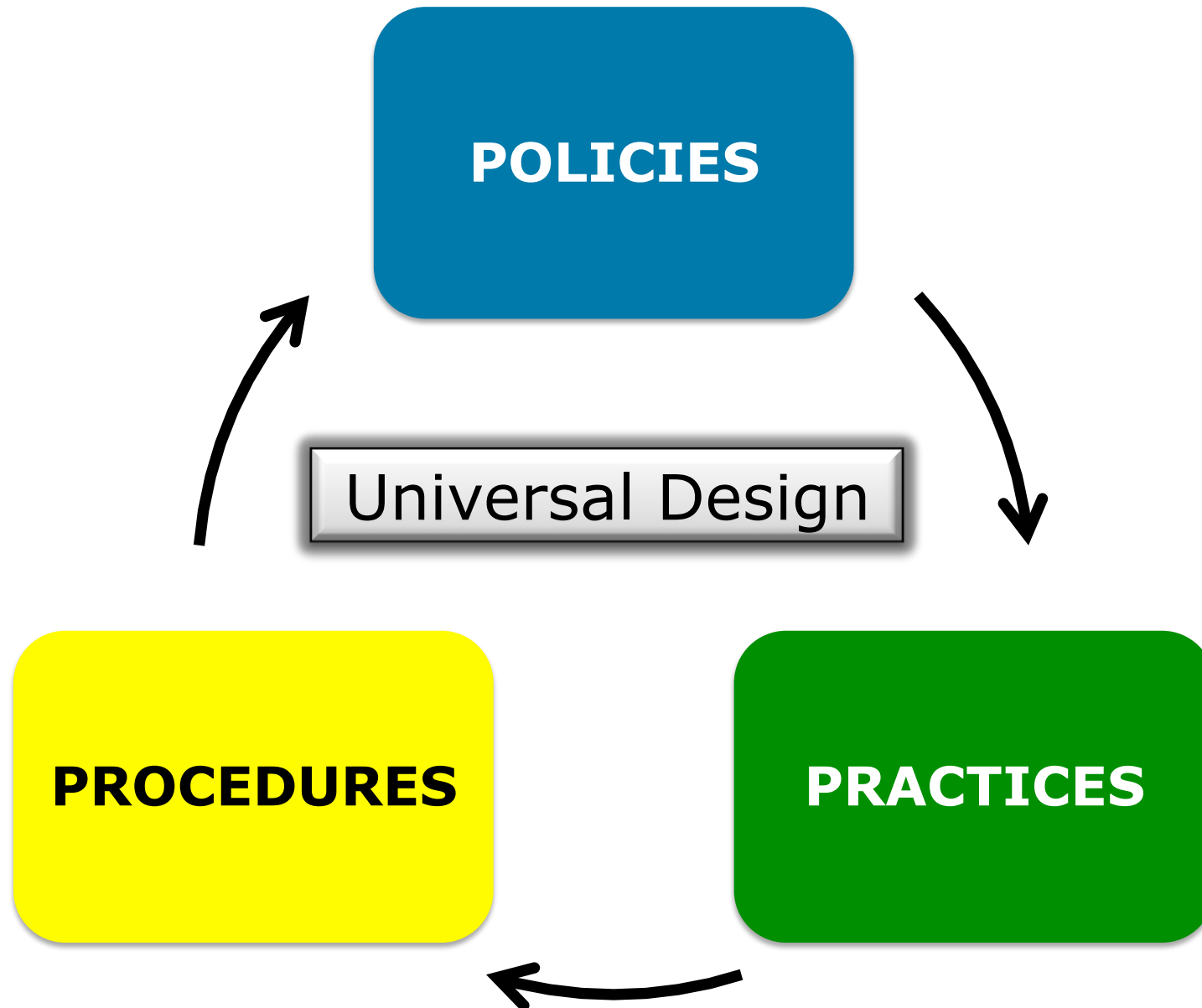


Workshop - Class

Universal Design: *It's More Than Just Career Centers*

- Youth Services
- Training Services
- Other Workforce Development Services and Programs





Universal Design Resources

- Access for All Customers:
Universal Strategies for One-Stop Customers



Universal Design in Education Workshop

<http://universaldesign.ie>



Institute for Human Centered Design

<https://humancentereddesign.org>



www.cast.org



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Questions, Comments, Next Steps



Thanks!

