Universal Design in Workforce Development and Career Centers

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Universal Design

- Create environments that are usable by as many people as possible regardless of their age, size, ability, or disability
• 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
COULD YOU PLEASE SHOVEL THE RAMP?

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.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLES THE PATH FOR EVERYONE!
Universal Design Applies To:

- Physical environment
- Service environment
- Learning environment
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

Name ______________________  ______________________ Date ____________

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

http://universalaldesign.ie

Institute for Human Centered Design
https://humancenteredddesign.org

www.cast.org

www.udlcenter.org
Questions, Comments, Next Steps