

INSTRUCTIONAL METHODS

	Challenges	UD Strategies
Lecture	Requires sustained concentration, retention of information, fluency in spoken language, and note-taking.	Post notes on an accessible Website; provide periodic breaks or opportunities for interaction, assure space and lighting for interpreters or captionists; allow time for questions and clarification.
Group Work	Often requires substantial physical space; use of printed materials, sustained concentration, interpersonal communication and writing skills; may cause anxiety.	Design assignment so that individual differences are naturally mediated through distribution of responsibility; design physical space to minimize distractions and allow for accommodations.
Video / Film PowerPoint	Requires processing of visual information (clarity, color, size and density of slides); lighting is important.	Use only captioned audio-visual media. Prepare slides with solid light-on-dark background and at least a 32-point font (Arial, Times New Roman); read and describe slides orally.
Written Exercises	Requires reading, writing, access to print and English language fluency.	Present written exercises as group work OR allow for the use of assistive technology, readers, scribes or dictated responses; use intuitive language and avoid unnecessary jargon.
Activities	Often requires substantial physical movement, processing of auditory and visual information and English language fluency; may cause anxiety, may compromise the effectiveness of accommodations and prevent adequate control of the physical environment (noise, space, lighting).	Carefully weigh the value of the activity in comparison to the range of potential barriers; consider options to accomplish the same goals. Provide adequate space for ease of movement and communication; consult with user experts to evaluate inclusiveness prior to the activity.
Discussion	Requires English language fluency and processing of auditory and visual information; may require note-taking and sustained concentration; may compromise effectiveness of accommodations and cause anxiety.	Provide adequate space and lighting; provide options for participation, such as note cards; summarize key points; design seating to support face-to-face communication; ensure appropriate acoustics.



DESIGNING AN INCLUSIVE PRESENTATION

Speakers should always begin presentation planning by identifying essential content.

1. What are the essential components of the presentation or classroom lecture?
 - What do I want my audience to know?
 - What do I want my audience to be able to do?
 - What lasting impact do I want to have?
2. How can I present content in the most flexible, engaging manner without compromising essential information?
 - What challenges to inclusion does my presentation style create?
 - How can I maximize access and minimize the need for individual accommodations?

The following design features, derived from the Principles of UD, can be a helpful reminder in designing for access:

- Equality
- Flexibility
- Straightforward and predictable
- Clear expression and vocabulary
- Opportunities for clarification
- Ease of participation
- Inclusive environment: space, acoustics, lighting, etc.
- Opportunities for interaction
- Welcoming and inclusive

WHAT IS UNIVERSAL DESIGN?

Universal design (UD) is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or special design.

WHY IS UD IMPORTANT TO PUBLIC SPEAKERS?

People from a wide range of backgrounds who have different learning styles, languages, and disabilities are taking advantage of public presentations in record numbers.

Universal design, a concept developed by design professionals, offers a strategy. UD is a conceptual framework that originates from the belief that a broad range of human ability is ordinary. It rejects the traditional concept of planning for the “average” and advocates for incorporating features that respond to human variation. By integrating accessibility, clarity, and flexibility at the design level, presentations are more inclusive and the need for accommodations is minimized.

UD may be best recognized in the physical world but can also be seen in the delivery of information. Curb cuts provide access for people using wheelchairs, but also facilitate travel for people pushing baby strollers, pulling suitcases or using crutches. Likewise, captioned films shown as part of a presentation can benefit both deaf/hard of hearing individuals and other attendees.

Effective speakers consider the strengths and challenges of each format and implement strategies that maximize flexibility and minimize potential barriers.

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