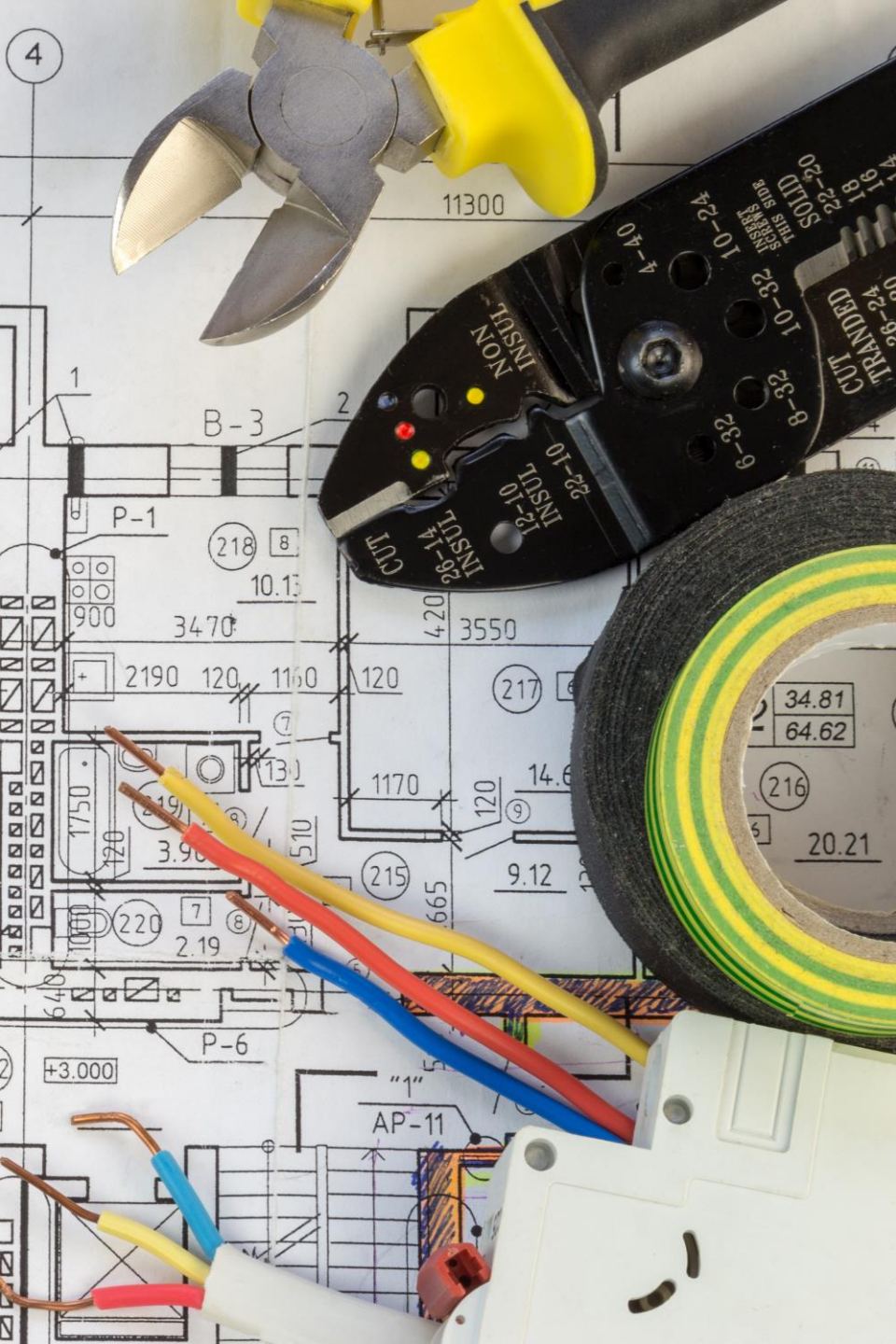# Universal Design & Inclusion

LACY ELLINWOOD
LIBRARY DEVELOPMENT DIRECTOR

What Will be Covered:

What is Universal Design?

Principles of Universal Design

Diversity, Equity, and Inclusion definitions

Interpretation of the Library Bill of Rights

Access and Service for marginalized groups

Why are we working on Inclusion?

Project Ideas!

What is Universal Design?

"The design of products and environments to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

—*TRACE Research and Development Center*

Or—the design of buildings, places, products, services, and technologies so they can be accessed by **all people**.

PRINCIPLES OF UNIVERSAL DESIGN

PRINCIPLE 1: Equitable Use

PRINCIPLE 2: Flexibility in Use

PRINCIPLE 3: Simple and Intuitive Use

PRINCIPLE 4: Perceptible Information

PRINCIPLE 5: Tolerance for Error

PRINCIPLE 6: Low Physical Effort

PRINCIPLE 7: Size and Space for Approach and Use

PRINCIPLE 1: Equitable Use

The design is useful and marketable to people with diverse abilities.

GUIDELINES:

- Provide the same means of use for all users: identical whenever possible, but equivalent when not.

- Avoid segregating or stigmatizing any users.

- Make provisions for privacy, security, and safety equally available to all users.

- Make the design appealing to all users.

PRINCIPLE 2: Flexibility in Use

*The design accommodates a wide range of individual preferences and abilities.*

GUIDELINES:

- Provide choice in methods of use.
- Accommodate right- or left-handed access and use.
- Facilitate user's accuracy and precision.
- Provide adaptability to the user's pace.

PRINCIPLE 3: Simple & Intuitive Use

Use of the design is easy to understand regardless of the user's experience, knowledge, language skills, or current concentration level.
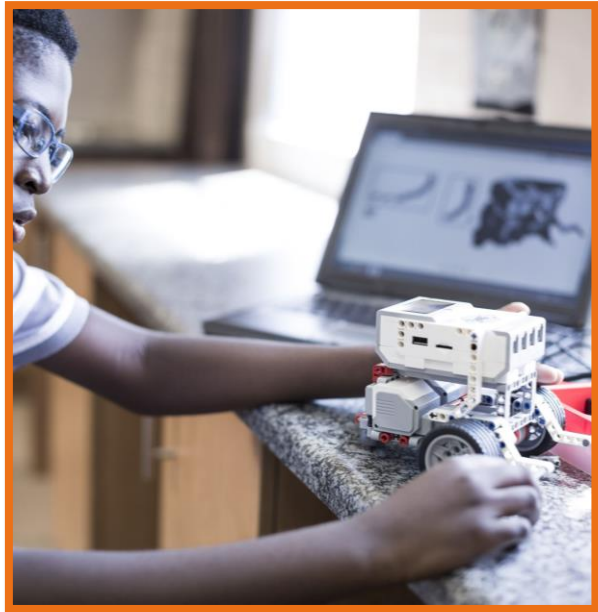
GUIDELINES:

- Eliminate unnecessary complexity.

- Be consistent with user expectations and intuition.

- Accommodate wide range of literacy/language skills.

- Arrange information consistent with its importance.

- Provide effective prompting and feedback during and after task completion.

PRINCIPLE 4:
Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

GUIDELINES:

- Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

- Maximize "legibility" of essential information.

- Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

- Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

PRINCIPLE 5: Tolerance for Error

The design minimizes hazards and adverse consequences of accidental / unintended actions.

GUIDELINES:

- Arrange elements to minimize hazards/errors:
  - Make most used elements the most accessible
  - Eliminate, isolate, or shield hazardous elements

- Provide warnings of hazards and errors

- Provide fail safe features

- Discourage unconscious action in any tasks or duties that require vigilance.
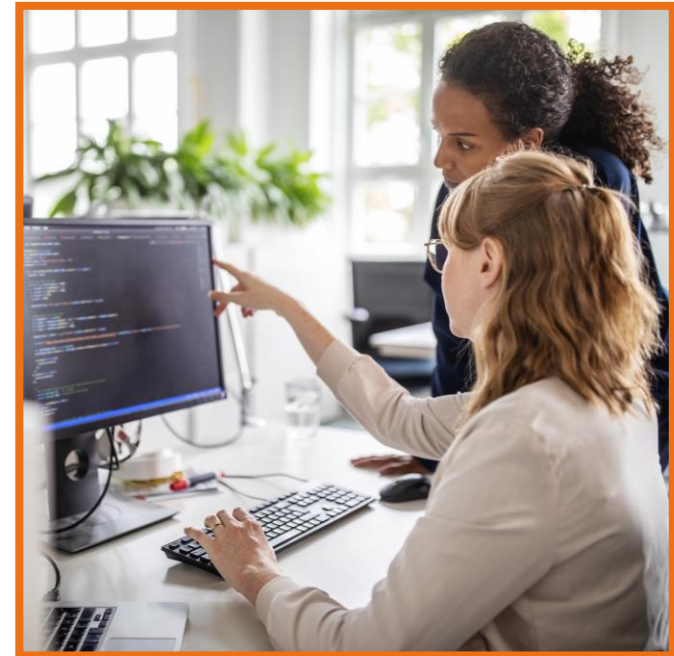
PRINCIPLE 6:
Low Physical Effort

The design can be used efficiently and comfortably and with minimum fatigue.

GUIDELINES:

- Allow user to maintain a neutral body position.

- Use reasonable operating forces.

- Minimize repetitive actions.

- Minimize sustained physical effort.

PRINCIPLE 7:
Size and Space for Approach and Use

Appropriate size and space provided for manipulation, approach, reach, and use regardless of user's body size, posture, or mobility.

GUIDELINES:

- Provide a clear sightline to important elements for any seated or standing user.

- Accommodate variations in hand and grip size.

- Make reach to all components comfortable for any seated or standing user.

- Provide adequate space for the use of assistive devices or personal assistance.

Putting it Into Practice

INCLUSIVENESS

Adopt practices that reflect high values with respect to both diversity and inclusiveness.

Example: Put a statement on your website or in the library inviting patrons to meet with you to discuss disability-related accommodations and other learning needs.

PHYSICAL ACCESS

Ensure that activities, materials, and equipment are physically accessible to/usable by all, and that all potential patron characteristics are addressed in safety considerations.

Examples: Develop safety procedures for all patrons, including those who are blind, deaf, or wheelchair users; label safety equipment simply, in large print, and in a location viewable from a variety of angles; repeat printed directions verbally.

Putting it Into Practice

INFORMATION RESOURCES

Ensure that library materials and other resources are flexible and accessible to all.

Example: Collect materials in alternate formats like audiobooks / instructions in audio form.

INTERACTION

Encourage effective interactions between patrons / between patrons and the library staff and assure that communication methods are accessible to all participants.

Example: Having staff that can communicate in various languages be easily identifiable.

ACCOMMODATION

Plan for additional accommodations to address any specific needs.

Example: Be prepared to provide materials in alternate formats, change program locations, or arrange for other disability accommodations.

Solo Activity!

Think about how your library currently implements Universal Design. It could be on your website, in your building, or in your programming.

Take a few minutes to think of TWO examples that you will share with the group.

You can share in the chat or by using the raised hand feature in Zoom.

Inclusion

Equity/Diversity/Inclusion

EQUITY

Just and fair inclusion into a society, including all racial and ethnic groups, in which everyone can participate, prosper, and reach their full potential.

DIVERSITY

The inclusion of all different types of people, such as people of different races or cultures.

INCLUSION

The ability to belong and contribute while being true to one's whole self and not having to give up cultural or person always of being or assimilate. It is belonging.

EQUITY, DIVERSITY, INCLUSION:
An Interpretation of the Library Bill of Rights

Books and other resources should be provided for the information, enlightenment, and interest of everyone in the community the library serves. Materials should not be excluded due to the origin, background, or views of contributors to their creation.

Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

EQUITY, DIVERSITY, INCLUSION:
An Interpretation of the Library Bill of Rights

- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

- Libraries which make exhibit spaces and/ or meeting rooms available to the public should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Access to Library Services and Resources for Minors

- Restriction of library resources based solely on age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V of the Library Bill of Rights.

- Libraries should not limit the selection and development of resources simply because minors will have access to them.

- Children and young adults possess First Amendment rights, including the right to receive information through the library.

- Only parents and guardians have the right and the responsibility to determine their children's—and only *their* children's—access to library resources.

Access to Library Services and Resources Regardless of :
Sex, Gender Identity, Gender Expression, or Sexual Orientation

Librarians are obligated by the Library Bill of Rights to endeavor to select materials without regard to the sex, gender identity, or sexual orientation of their creators by using the criteria identified in their written, approved selection policies. This includes providing youth with comprehensive sex education literature!

Library services, materials, and programs representing diverse points of view on sex, gender identity, gender expression, or sexual orientation should be considered for purchase and inclusion in library collections and programs.

Attempts to remove materials dealing with gay, lesbian, bisexual, and/or transgender life without regard to the written, approved selection policy violate this principle and constitute censorship.

Services to People with Disabilities:

- Library staff should never presuppose a person's limits based on disability.
- Reasonable accommodations and timely remediation should be employed to provide an equivalent experience to people with disabilities.
- The collection itself should be accessible to all users. All resources, including its website and online resources, should be available in formats accessible to people of all ages and abilities.
  - Work with vendors
  - Integrate existing and emerging accessible technologies
- Reach out to individuals with disabilities and advocacy and support organizations to create formal or informal partnerships with the library.
- Consider meeting room access and program spaces, too!

PRISONERS' RIGHTS TO READ

- Even those individuals who are incarcerated for life require access to information, to literature, and to a window on the world.

- People who are incarcerated or detained should have the ability to obtain books and materials from outside the prison for their personal use.

- Big House Books provides books to Mississippians in prisons and juvenile detention centers.

- 1 in every 5 individuals leaving prison are forced into homelessness *(via National Alliance on Mental Illness)*

Improving Service for Those
Experiencing Poverty or Homelessness

People experiencing poverty or homelessness may be limited or prohibited by many issues, including:

- Library card or access policies

- Prohibitive fines and fees

- Staff who are not trained in service to people who are experiencing poverty or homelessness

- Limited promotion at places serving people experiencing poverty or homelessness

- Limited access to the library building

- Lack of programs or resources
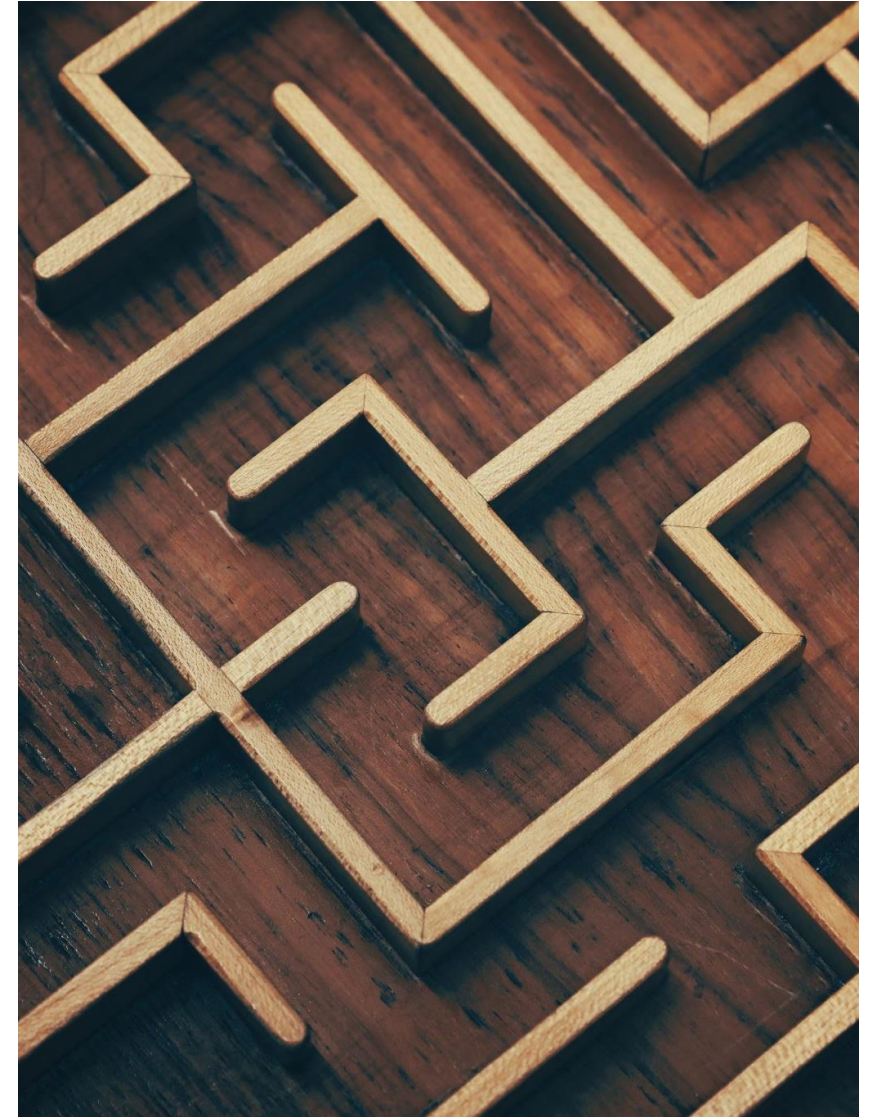
Group Activity

We will now go into break out rooms to discuss the following question:

Where do I see an opportunity for better inclusion at my library, and how could the library address this?

Take 5 minutes to talk in your breakout rooms and appoint a spokesperson to share what your group discussed afterwards.

Why Are We Working on Inclusivity?

In the 2017 American Library Association membership demographic study, 86.7% self-identified as white. **Diversity in the profession is needed**.

In Mississippi, 59.1% of our state identified as white per the US census.

In Hinds County, 25.1% identified as white per the US census.

Consider the diverse make up of your community. Do your collections and services meet the needs of those in your service area? **Think about**:

LANGUAGE USAGE

AGE BREAKDOWNS

SOCIO-ECONOMIC STATUS

How Can Libraries be More Inclusive?

- Make sure staff are prepared to work with all patrons.
  - Does staff have ready access to a list of resources for patrons with disabilities?

- Offer extended loan/reserve periods.

- Promote <u>FREE</u> Statewide Services
  - Example: Talking Book Service at MLC

- Employ an American Sign Language (ASL) interpreter for programs/events.
  - Monthly ASL story-time?

Project Ideas for Universal Design and Inclusion

1. Host programs or events that deal with topics related to equity, diversity, and inclusion
    - lecture, author talk, community read event, etc.

2. Perform a Universal Design assessment of your library facility
    - [Equal Access: Universal Design of Libraries](#)

3. Create signage that is inclusive
    - Large print signage can be read by more people
    - Be aware of fonts and colors that may be difficult to read

4. Have routine library documents available in foreign languages or transcribed into audio files for those with low literacy or visual disabilities
    - Put them on your website too!

Questions or Project Ideas?

CONTACT INFORMATION

LACY ELLINWOOD
LIBRARY DEVELOPMENT DIRECTOR

OFFICE: 601.432.4154
lellinwood@mlc.lib.ms.us

RESOURCE LIST

An Interpretation of the Library Bill of Rights:
https://www.ala.org/advocacy/intfreedom/librarybill/interpretations

The Association of Specialized Government and Cooperative Library Agencies (ASGCLA), Universal Design:
https://www.ala.org/asgcla/resources/universaldesign

Equal Access: Universal Design of Libraries, Sheryl Burgstahler, Ph.D.:
https://www.washington.edu/doit/equal-access-universal-design-libraries

MISSISSIPPI
LIBRARY
COMMISSION
LEADERSHIP ADVOCACY SERVICE