



Possible Violations and *Possible Solutions* for Universal Design in the Library

PRINCIPLE ONE: *Equitable Use*

- Violation: All staff not prepared to communicate with patrons with hearing impairments.
Solution: Provide a sign language interpreter or plan a class to teach staff the basics of sign language. It is also important to speak clearly with enunciation for lip reading, to provide closed captioning for any videos, and written transcripts for any audio used in communications.
- Violation: All staff not knowledgeable about procedure for obtaining ASL interpreter.
Solution: Provide a written guide for staff to refer to for obtaining an ASL interpreter.
- Violation: Space with assistive technology (AT) is small, isolated, and not conducive to group work.
Solution: Rearrange the library space (if possible) and move the AT area to a larger space.
- Violation: AT software only available on specific, identifiable computers.
Solution: Contact IT to add AT software to all computers, if possible.

PRINCIPLE TWO: *Flexibility in Use*

- Violation: Computer mice are restricted to right side.
Solution: Purchase wireless mice or additional external USB-connected mice.
- Violation: Signs only use English language text to convey information.
Solution: Find out what languages are most prevalent in your school and provide translations in these languages on all signage.
- Violation: No left-handed scissors.
- *Solution: Purchase left handed scissors.*
- Violation: Text-to-speech options do not allow users to change reading speed.
- *Solution: Research alternative text-to-speech software allowing the user to change the reading speed.*

PRINCIPLE THREE: *Simple and Intuitive Use*

- Violation: Signs, interfaces use too much library jargon.
Solution: Rewrite the signs with students in mind.
- Violation: Library Web site is not organized in an intuitive way.
Solution: Conduct an accessibility evaluation for the Web site under Section 504 and fix any problems that arise to meet the basic standards. An example of one Web site you can use for this type of evaluation is <http://cynthiasays.com/>.
- Violation: OPAC search doesn't provide feedback for unsuccessful searches.
Solution: Provide a list of helpful search terms at each computer.
- Violation: Organization of books on shelves not obvious (e.g., where to find the rest of the Hs when you reach the end of a shelf).
Solution: Provide helpful signage, with arrows if needed, to guide students in the right direction.

PRINCIPLE FOUR: *Perceptible Information*

- Violation: Signs only use text to convey information (e.g., no Braille, pictures).
Solution: Have students volunteer to draw pictures to add to signage, and contact someone who can translate these into braille or find software that can do it.
- Violation: Text on signs is too small.
Solution: Remake the signs and use a larger font.
- Violation: Directions for use conveyed only visually (e.g., no auditory instructions).
Solution: Provide screen readers or text to speech software.
- Violation: Library home page overloaded with information.
Solution: Clean up the home page and keep only the most essential information on the home page.

PRINCIPLE FIVE: *Tolerance for Error*

- Violation: Floors are slippery, uneven.
Solution: Purchase non-slip mats to place on the slippery surfaces in the library.
- Violation: Distractions common when attention is required.
Solution: Rearrange the library space to lessen distractions.
- Violation: OPAC search isn't sensitive to misspellings.
Solution: Provide a list of the most popular books and authors.
- Violation: Electrical cords in pathways.
Solution: Find a way to move them or firmly affix them to the floor with the appropriate materials (e.g., electrical tape).

PRINCIPLE SIX: *Low Physical Effort*

- Violation: Table heights don't allow for work in standing and sitting positions.
Solution: Research and purchase tables that have appropriate heights to accommodate all students.
- Violation: Manual pencil sharpeners difficult for some users.
Solution: Purchase electric pencil sharpeners.
- Violation: Computer screens not adjustable for different users.
Solution: Purchase or access accommodations or assistive technologies to adjust computer screens.
- Violation: Doors at entrances too heavy or have handles at inconvenient heights.
Solution: Provide assistance by opening doors for students who need it and/or access door stops that will prop these doors open during high traffic hours.

PRINCIPLE SEVEN: *Size and Space for Approach and Use*

- Violation: Table/desk heights don't allow space for wheelchair.
Solution: Research and purchase tables with the appropriate height for wheelchair accessibility.
- Violation: Sight line to alarms blocked by stacks.
Solution: Rearrange the stacks.
- Violation: Shelves too tall for some users to reach.
Solution: Provide a step stool for students to use or provide assistance for those who need help reaching a book.
- Violation: Electrical outlets not in convenient locations for use of assistive devices.
Solution: Purchase or access extension cords or power trips to provide accessible locations for power supporting assistive devices.

- Violation: Aisles between shelves not wide enough.
Solution: Rearrange shelves so aisles are wider.