



Project ENABLE - Workshop #2: Universal Design for Libraries

Instructor Script

The four Project ENABLE Train-the-Trainer Instructional Workshops were designed as a guide to training, each to be used individually as ½ day (3-4 hour) workshops or grouped together to form a 3-4 day professional development course. These workshop outlines are meant as a training guide and may be used “as is,” adapted, modified or expanded by the user to meet the needs of his or her training audience.

Each train-the-trainer workshop outline was created for an audience of public library staff (e.g., administrators, librarians, library paraprofessionals, and/or volunteers), with alternative or additional content included, where appropriate, for school and academic library staff. Content presentations by trainers are represented in word-for-word script form and can be changed or modified, as desired. Workshops may be delivered in face-to-face format or adapted for online or blended training format.

Each workshop package includes any or all of the following: pre-readings or activities (recommended and/or required), assessment tools, handouts, links to videos, and PowerPoint slides (to be used as stand alone or with live presentation), introductory attention strategies, content, discussion topics, activities, wrap-up, assignments. Workshop content is presented in segments (with estimated timeframe), making them easier to re-sequence or revise.

Pre-Readings

“Universal Design for Library Buildings.” <https://iflalbes.wordpress.com/2017/10/13/universal-design-for-library-buildings/>.

“Project ENABLE - Module 3.” https://projectenable.syr.edu/training/modules/topics_list/module/122/topic/123.

Welcome

(Slide #1)

[Trainer Note: you can also hand out the PowerPoint and Script for those who follow better with a physical copy.]

[Trainer Note: The Project ENABLE video links on the Instructor Script lead to the resource in the PE database. In that resource, you can click on the link to the video. On the PowerPoint, the link leads directly to the video for quick access during the presentation.]

Introductions

(Slide #2)

Trainer: Let's find out who we all are. [Trainer note: Allow the attendees to introduce themselves to the group (ex: name, pronouns, position, organization).] Today, we'll look at Universal Design for Learning and how you can incorporate this framework into your library instruction.

Learning Objectives

(Slide #3)

Trainer: By the end of this workshop, participants will be able to:

1. Understand the concept of Universal Design and be able to apply it to your library;
 2. Develop a basic understanding of how federal laws and ALA policy impact your library;
 3. Apply what you have learned to the development of programs and collections at your library;
 4. Identify strategies for designing appropriate websites that adhere to accessibility standards.
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Agenda

(Slide #4)

Trainer: Today, we will look at the concept of Universal Design and how it fits into the library space. The topics that we will cover in today's workshop are:

Foundations

- Models of Disability
 - Design Theories
 - Universal Design Principles
 - The Law and ALA Policy
 - Activity #1
-

[Break]

(Slide #5)

Applying Universal Design to Libraries

- Physical Barriers
 - Collection Development
 - Programming
 - Website Accessibility
 - Activity #2
 - Recap
 - Closing
-

(Slide #6)

FOUNDATIONS

Trainer: Welcome to the first part of the workshop! The first part of the workshop will cover the foundational knowledge that you should know before you can begin to apply Universal Design for Learning at your library.

(Slide #7)

Trainer: One of the major principles of librarianship is equal access to resources and information. However, when you have a disability, most of the library resources available are either physically or electronically inaccessible. This workshop will help you use the concept of Universal Design to make your library more accessible for everyone.

Models of Disability

(Slide #8)

Distribute: Handout #1.

(Slide #9)

Trainer: We'll begin the workshop by discussing the two most common models of disability: The Medical Model and the Social Model. These two models are very distinct from each other.

The Medical Model defines disability as a medical issue that there is something wrong with the individual, and they need to be cured. This model says that having a disability is negative and abnormal and that the person shouldn't be surprised when they are not accepted into "normal" society because of their disability. Attitudes and biases can also be a barrier for people with a disability.

For example, if a patron in a wheelchair could not get into the library due to steps, The Medical Model would fault the patron with a wheelchair and not the fact that there is no ramp or ground-level entrance.

(Slide #10)

Discussion #1: What is your reaction to The Medical Model?

(Slide #11)

Trainer: The premise of The Medical Model of Disability created controversy among people in the disabled community. In response, disability activists created a new model: The Social Model of Disability. The Social Model takes a more inclusive approach than The Medical Model.

The Social Model states that disability is a status put onto people by an unaccommodating society. It looks to remove the barriers preventing people with disabilities from contributing to society. The model focuses on helping to change people's ingrained attitudes towards people with disabilities rather than socially excluding them.

Let's discuss the example with the stairs and ramp from before. As we've already discussed, The Medical Model would put the fault onto the patron with a wheelchair for not being able to use the stairs into the library building. However, The Social Model recognizes that it is the library's fault for not including an accessible entrance. It would also suggest that the library redesign the entrance so that everyone can enter the library with the addition of a ramp.

(Slide #12)

Discussion #2: What is your reaction to The Social Model?

(Slide #13)

Trainer: There are other models of disability besides The Social Model and Medical Model, such as the Charity Model and Empowering Model. Each model has its pros and cons that you might want to look at some of them.

- Charity Model
- Empowerment Model

- Moral Model
 - Legitimacy Model
 - Social Adapted Model
 - Economic Model
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Design Theories

(Slide #14)

Trainer: Now that we've gone over The Medical Model and The Social Models of Disability, let's dive into the different accessible design theories.

(Slide #15)

Trainer: Barrier-Free Design was first developed in the 1950s to respond to the overwhelming number of veterans who had returned to the U.S. with injuries. The concept of Barrier-Free Design focuses mainly on physical access to buildings.

Some examples of Barrier-Free Designs are:

- Information/Reference/Check-Out Desks are wheelchair accessible.
 - The aisles of the shelves are wide and clear of obstacles.
 - Entrances into the library are wheelchair accessible.
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(Slide #16)

Discussion #3: If Barrier-Free Design only focuses on people with one type of disability, it is possible that the design could hinder someone else. Can you think of any examples where this might be the case?

(Trainer note: It can even be within the disability community. For example: something designed with extra sound for a blind person might hinder a deaf person.)

(Slide #17)

Trainer: Accessible Design is another design theory. The concept of Accessible Design has basically the same idea as Barrier-Free Design. However, instead of focusing just on the physical aspect of accessibility, it considers different adjustments to services and programs provided to the public.

Some examples of Accessible Design are:

- Staff trained in ASL.
 - DVDs are available in closed caption
 - Microphones at programming events for those who are hard of hearing.
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(Slide #18)

Discussion #4:

1. What are some everyday programs and services available at your library that are examples of Accessible Design?
 2. What programs and services could your library use that they don't currently have or provide?
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(Slide #19)

Trainer: Universal Design takes the best concepts from Barrier-Free Design and Accessible Design and combines them. Universal Design refers to creating products and facilities usable by a wide range of people with varying ability levels. It is intended to benefit all users by making interaction and use comfortable, safe, and accessible.

Architect Ronald Mace developed the concept of Universal Design in the 1970s. Mace defined Universal Design as “The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” As we saw in Barrier-Free Design, Mace argues that what can be barrier-free for one person can be a barrier for someone else. To remove the barrier is not enough; the designer must address the issue from a broader angle.

(Slide #20)

Some examples are:

- Lighting should be warm; don't use fluorescents.
 - Use colors that can be identified by people with all types of color vision.
 - Present information in different forms (text, audio, visual, etc.).
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Universal Design Principles

(Slide #21)

Trainer: There are seven principles of Universal Design that you can incorporate into your library space.

1. Equitable Use- The design is useful and marketable to people with diverse abilities.
 2. Flexibility in Use - The design accommodates a wide range of individual preferences and abilities.
 3. Simple and Intuitive Use - The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
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(Slide #22)

4. Perceptible Information - The design communicates necessary information effectively to the user, regardless of ambient conditions or sensory abilities.
5. Tolerance for Error - The design minimizes hazards and the adverse consequences of accidental or unintended actions.

(Slide #23)

6. Low Physical Effort - The design can be used efficiently and comfortably with a minimum of fatigue.
7. Size and Space for Approach and Use - Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

(Slide #24)

1. Equitable Use: Provide various materials such as audiobooks, articles, books, websites, and videos on a particular topic.

(Slide #25)

2. Flexibility in Use: Libraries that have only one style of seating arrangement are not designed for all. However, if the library incorporates multiple seating styles like benches, regular chairs, bean bags, cushioned seats, they can accommodate more people. Make sure to offer different chair heights, armrests, and surfaces as well.

(Slide #26)

3. Simple and Intuitive Use: Use signage with wording, easily recognizable symbols, and braille. One popular example is the directional sign for stairs. Usually, there is the word 'stairs' in English underneath a simple flight of stairs.

(Slide #27)

4. Perceptible Information: At the entrances to the library, have a space that communicates the library layout along with “you are here” locators. This is also helpful to have in the stacks, particularly for libraries that have multiple floors and multiple sections on each floor.
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(Slide #28)

5. Tolerance for Error: Consider the placement of power outlets. Avoid power outlets that stick up in the middle of the floor and power outlets behind the bottom bookshelf. Patrons require more access to power outlets and need easy and quick access.
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(Slide #29)

6. Low Physical Effort: Shelving takes up a lot of space, and it is hard to navigate around for patrons in a wheelchair. Providing online content such as eBooks and audiobooks allows for more open space at your library.
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(Slide #30)

7. Size and Space for Approach and Use: Allow the patron to create their own workspace. Adjustable height desks are good examples of how patrons can customize their workspace in your library.
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(Slide #31)

Trainer: Now Let’s watch a YouTube video by the Kodet Architectural Group about libraries and Universal Design.

Video: “Universal Design - Library Video Series.” (4:06 minutes).

<https://www.youtube.com/watch?v=aEBB70oRRpU>.

(Slide #32)

Discussion #5:

1. What are some examples of Universal Design that your library has already implemented?
 2. Is there something you would like to see implemented at your library regarding accessibility (think of an encounter with a patron with a disability, what type of program or service would benefit them)?
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The Law and ALA Policy

(Slide #33)

Distribute: Handout #2.

Trainer: Now that we have learned the basics of Universal Design, let's look into how federal laws and the ALA policy impact your library.

(Slide #34)

Trainer: While some libraries and organizations accepted and practiced the principles of Universal Design, others treated it as a hindrance, which led to the need for federal intervention. Several federal laws were created to promote accessibility for people with disabilities. The two most common laws that promote accessibility for people with disabilities are The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The Rehabilitation Act of 1973 bans discrimination based on disability in federal programs and federal funding institutions.

(Slide #35)

Trainer: Section 508 is a part of The Rehabilitation Act of 1973. It is a law that requires all federal agencies to provide people with disabilities equal access to electronic and information technologies.

Because libraries and schools receive federal funding, they must comply with the law. Section 508 was added to The Rehabilitation Act due to the increased online participation. It includes website accessibility standards, which we will discuss later on in this workshop.

(Slide #37)

Discussion #6: What ways does the library provide equal access to information and resources?

(Slide #37)

Trainer: In July 2020, The Americans with Disabilities Act (ADA) celebrated its 30th anniversary. The ADA prohibits discrimination against people with disabilities. People with disabilities are entitled to the same rights and opportunities as able-bodied people.

Under Title II of The ADA, public entities, including public schools (regardless of whether they receive federal funding), and libraries, are prohibited from discrimination based on disability. In libraries, The ADA plays a crucial role in protecting individual rights by requiring that buildings are accessible.

A key concept of The ADA is that covered entities must ensure that they use effective communication with individuals who have disabilities that affect communication, such as hearing, vision, reading, learning, speech, intellectual, and sometimes mental health impairments. Ensuring effective communication may require that libraries provide large print versions of documents for patrons who have low vision or provide access to a Braille printer and software that converts between text and Braille.

There have been recent revisions to The Americans with Disabilities Act. For example, it was recently updated in 2010. When you make ADA changes to your library, you need to make sure that you look at the up-to-date version of the law.

(Slide #38)

Trainer: A few examples of ADA compliance standards relevant to libraries are:

1. Tables at the library should have 27-inch high clearance and 19 inches of depth.
 2. Space between furniture should be 40 inches.
 3. The top row at the stacks shouldn't be higher than 48 inches.
 4. Aisles should have at least 36 inches of clearance, but 42 inches is preferred.
 5. Service desks (reference, check out, etc.) shouldn't be higher than 36 inches.
 6. The floor should be smooth and bump-free.
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(Slide #39)

Discussion #7: Brainstorm five more examples of things that you can implement in your library that can be ADA compliant.

(Slide #40)

Trainer: Now, let's watch a PBS NewsHour video on YouTube discussing what it's like to live in American 30 years after the Americans with Disabilities Act.

Video: "30 years after ADA's passage, what it means to these Americans with disabilities." (5:38)

<https://www.youtube.com/watch?v=02lg5nkak04>.

(Slide #41)

Trainer: Librarians have a history of campaigning for information access in accessible formats for people with disabilities. The Library of Congress first began services for people with disabilities in 1897, well before laws such as The Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990.

ALA created the first set of library standards regarding equal access for people with disabilities in 1961. The current disability policy was approved in 2001.

(Slide #42)

These are the following sections of the ALA Policy.

1. The Scope of Disability Law
2. Library Services
3. Facilities
4. Collections
5. Assistive Technology
6. Employment
7. Library Education, Training, and Professional Development
8. ALA Conferences
9. ALA Publications and Communications

(Slide #43)

1. The Scope of Disability Law: Providing equitable access for people with disabilities is required by federal law.

Examples: Section 504 of The Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990.

(Slide #44)

2. Library Services: Libraries must not discriminate against people with disabilities. Libraries should provide accommodations and include people with disabilities in the planning and evaluation of library spaces.

Examples: Extended loan periods, waived late fines, extended reserve periods, ASL interpreter on staff, accessible computers, etc.

(Slide #45)

3. Facilities: Libraries are required to follow ADA regulations regarding physical space.

Examples: Clear travel paths to and throughout the facility, accessible tables, public service desks, etc.

(Slide #46)

4. Collections: Library materials must be accessible to patrons with disabilities and various formats.

Examples: Audiobooks, books, graphic novels, large print, movies, etc.

(Slide #47)

5. Assistive Technology: Libraries should integrate assistive technologies into their libraries based on communications with people with disabilities, agencies, organizations, and vendors.

Examples: Screen readers, audiobooks, etc.

(Slide #48)

6. Employment: Libraries should recruit people with disabilities into the LIS (Library and Information Science) field and provide accessible job postings and applications.

Example: Extra time on civil service tests, tests read out loud, etc.

(Slide #49)

7. Library Education, Training, and Professional Development: All graduate programs should teach patrons about accessibility, assistive technology, and the needs of people with disabilities regarding library services.

Example: Accessibility classes, professional development for staff regarding accessibility, etc.

(Slide #50)

8. ALA Conferences: ALA conferences must be held at locations that are accessible to people with disabilities.

Example: Easy to navigate locations, microphones at lectures, ASL interpreter and/or closed captions, etc.

(Slide #51)

9. ALA Publications and Communications: Works published under ALA must be available in alternative formats.

Example: Electronic text, audiobooks, etc.

Activity #1

(Slide #52)

Trainer: Next, we will divide into groups and Role Play a few library scenarios.

Distribute: Activity Worksheet #1.

Directions:

1. Break into small (3-5 people) discussion groups (group size depends on the number of people attending).
 2. Three different library scenarios will be shown on the PowerPoint slide.
 3. Each group will be assigned a scenario and decide what they would do in that situation, keeping in mind the Universal Design principles. (Trainer note: If there are more than three groups, more than one group can be assigned the same scenario).
 4. After 15 minutes, the groups will come back together, and a speaker for each group will discuss what the group decided and why.
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(Slide #53)

Scenario 1:

You are a reference librarian at a mid-sized public library in a city. A patron comes up to your desk, and you notice that they hold a white cane. She tells you that she just moved to the area and that it's her first time in the library. She also tells you she is looking for a book on caring for household plants as the patron asks their question; two other patrons queue up behind her and look impatient. What do you do?

(Slide #54)

Scenario 2:

You are a librarian at a school library working at the check-out desk—your library doubles as an instruction space. A middle school-age student comes into the library with a guide dog to look for audiobooks during his study hall. Your colleague is busy teaching a class how to cite different resources for the class’s end-of-the-year project. The presence of the dog distracts multiple kids to the point where the class teacher comes to you to ask that the student with the guide dog leave the library. What do you do?

(Slide #55)

Scenario 3:

You are a librarian at an academic library in a private university. Your library has received complaints from the Deaf community on campus about the lack of American Sign Language (ASL) interpreters on library staff. Your boss acknowledges the problem and suggests that the staff covering the reference and circulation desks be trained in ASL. However, there are not enough funds in the budget for training, and the budget for the following year has already been sent to the board for approval. What do you do?

(Slide #56)

Trainer: Role Play Debriefing (after each group has presented the results of their role-play):

1. What do you think was the most important outcome of this roleplay?
 2. In your role-play session, what, if anything, should have been asked or included that wasn’t?
 3. What did you learn from this activity?
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(Slide #57)

BREAK

(Slide #58)

APPLYING UNIVERSAL DESIGN TO LIBRARIES

Trainer: Welcome to the second part of the workshop! We will now be looking at the applications of Universal Design in the library space.

Physical Barriers

(Slide #59)

Trainer: Our next topic will cover physical barriers at the library.

(Slide #60)

Trainer: “No amount of smiling at a flight of stairs has ever made it turn into a ramp.” This quote is from Stella Young, who was a disability rights activist, comedian, and journalist with osteogenesis imperfecta, which required her to be in a wheelchair for most of her life.

(Slide #61)

Trainer: We will watch a Train-the-Trainer video featuring Holly Jin, a Community Engagement Supervisor at Skokie Public Library, just north of Chicago. Holly details a challenge that involved remodeling her library.

Video: “Holly Jin - The Challenge - Physical Barriers” (3:20)

https://projectenable.syr.edu/projectenable_resoruces/view/1145.

(Slide #62)

Discussion #8: What would you do to solve this problem?

(Slide #63)

Trainer: Now, we will watch Holly Jin's solution to her challenge.

Video: "Holly Jin - The Solution - Physical Barriers" (7:24)

https://projectenable.syr.edu/projectenable_resoruces/view/1144.

(Slide #64)

Trainer: Here are some examples of physical barriers in the library.

1. Building Orientation: Display maps near the entrances of where everything is located.
 2. Service Desks: Service Desks (reference, tech help, check out, etc.) need to be at a height accessible to a person with a wheelchair.
 3. Shelving: Bottom shelves tilted up; avoid placing books on the top row.
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(Slide #65)

4. Learning and Study Areas: Ensure patrons can choose the layout they want and have flexible furniture
5. available in study areas.

6. Power outlets: Avoid floor outlets and extension cords.
 7. Lighting: Avoid fluorescent lights as they can give headaches to people who are light-sensitive. Use warm light.
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(Slide #66)

8. Self-service: There are pros and cons. It is fast and efficient, yet someone who isn't used to technology might find it difficult.
 9. Navigation: Spaces between shelves should be 36 inches, heights of tables for wheelchair access should be 27 inches height, etc.
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Collection Development

(Slide #67)

(Slide #68)

Trainer: Collection Development is an important part of building an inclusive and accessible library. There are two main ways to go about building an inclusive collection. The first is the type of materials offered. The second is the content of the materials.

The following are examples of the different materials offered at a library and how they can benefit people with disabilities.

(Slide #69)

1. Periodicals/Magazines: Some patrons may benefit from a large collection of interesting periodicals/magazines.

Trainer: Popular magazines frequently offer short to medium-length articles on current popular issues and have pictures and graphics to interest readers and help them understand the text.

(Slide #70)

2. Graphic Novels: While graphic novels have a wide appeal to patrons, they may accommodate patrons with intellectual or learning disabilities who struggle with reading.

Trainer: Graphic Novels also provide supplemental clues to the text's meaning for English Language Learners. Some classic and popular novels have been adapted into graphic novels. This genre could make for a great alternative or supplement to textbooks.

(Slide #71)

3. Audiobooks: Audiobooks are available on cassette, CD, Playaway, or digital recording.

Trainer: These different formats may be helpful for patrons with developmental reading disabilities, visual impairments, or blindness. Many classic and popular books, both fiction and nonfiction, are available as audiobooks. Audiobooks deliver the same content as print books without hindering patrons who have difficulty reading text.

(Slide #72)

4. Large Print Books: Patrons with visual impairments may be aided by the use of large print books.

Trainer: Large print books can be effective for Patrons with developmental reading disabilities, attention difficulty, or problem tracking because they typically use fewer words on a page.

(Slide #73)

5. iPods & Other MP3 Players: iPods and other MP3 players can be loaded with audiobooks for the enjoyment of all patrons.

Trainer: Loaning MP3 players full of books will help those patrons who do not have access to audiobook technology at home. This technology is especially helpful to patrons who are visually impaired or have a developmental reading disability.

(Slide #74)

6. Tablet Computers & eReaders: Tablet computers and eReaders assist readers in a variety of ways.

Trainer: Tablets and eReaders are frequently used to adjust the font size to aid readers with visual impairments. Some eReaders have a text-to-speech function or can play audiobooks along with print books. Additionally, many eReaders have built-in dictionaries to aid in reading comprehension. Some eBooks come with interactive features to help engage patrons and support reading comprehension.

(Slide #75)

7. Braille Material: Braille is a tactile writing system used by people with visual impairments. Most state libraries have talking book collections as well that can be acquired through interlibrary loan. For example, the National Library Service for the Blind and Print Disabled is an excellent resource that you can use.

Trainer: It is important to include material that people with disabilities can read.

(Slide #76)

Distribute: Handout #3.

Trainer: While having access to different types of resources is good to have, having a book with disability representation is just as important. Historically, people with disabilities are underrepresented in books. However, disability representation in books began to

turn more positive in the late 1990s and early 2000s. There are two main types of disability representation in books. They are Inclusion Literature and Immersive Literature.

(Slide #78)

Trainer: In Inclusion literature, the disability is the focal point of the story. Inclusion Literature “can help patrons develop awareness and empathy by providing a genuine connection to the lives of individuals with disabilities.”

(Slide #79)

Trainer: Immersive Literature includes a character with a disability, but that disability is not the story’s focal point. The disability community prefers this type of literature. However, there are few picture books of this type of literature.

(Slide #80)

Trainer: Next, we will watch a YouTube video from YouTuber Fashionetesta, AKA Emily Davison. Emily has a condition called Septo Optic Dysplasia which affects her sight and health.

Video: “Disabled Characters in Picture Books” (12:27) YouTube.

<https://www.youtube.com/watch?v=G5PtvYPj9b4&t=144s>.

(Slide #81)

Discussion #9: Why is it important for children with disabilities to see themselves represented in children's books?

(Slide #82)

Trainer: To help you with your collection development, two places you can look for books are Schneider and Dolly Gray awards. The ALA gives out the Schneider Awards to readers with an “excellent portrayal of the disability experience in literature for youth.”

The Dolly Gray awards “recognize authors, illustrators, and publishers of high quality fictional and biographical children, intermediate, and young adult books that authentically portray individuals with developmental disabilities, such as autism spectrum disorders, intellectual disabilities, and Down syndrome.”

While the collection development section does lean more toward children’s programming, you can apply the same concepts of inclusion and Immersive literature to teen and adult content.

Programing

(Slide #83)

Trainer: “Program design at Inclusive Services starts with the assumption of widespread, diverse patron interest in a topic. Each program ‘should be designed from the ground up to include everybody’ to reduce later adaptations and avoid excluding anyone. This means keeping a clear focus on Universal Design from start to finish.”

Universal Design can be applied to making physical changes to any program at the library. You can make small changes to your library’s existing programs, and you do not necessarily have to start a new program like Makerspaces or Sensory Storytime to be inclusive. For example, you can add elements of Sensory Storytime to your existing storytime program.

(Slide #84)

Distribute: Handout #4.

Trainer: Makerspaces are one way in which libraries can provide inclusive and accessible services to their community. Makerspaces are collaborative spaces in libraries and schools that promote teamwork in creating DIY (“Do It Yourself”) projects. These spaces are open to both children and adults; anyone who wants to create is welcome. Makerspaces can include equipment such as 3D printers, laser machines, etc. However, your library doesn’t need to include all the “high-tech” machines called a maker space. Sewing machines, legos, and craft supplies are just as important to have at a Makerspace.

(Slide #85)

Trainer: The Fayetteville Free Library in upstate New York was the first library to create a Makerspace in the United States. Fayetteville’s Makerspace is called “Fab Lab” and has machines such as Vinyl Cutter, CNC Mill, 3D Printers, and Laser Cutters. A Makerspace was introduced by a LIS graduate student who wrote a paper on the benefits of the library having a Makerspace. Sue Considine, the former Executive Director, liked the idea that they hired Lauren Smedley to make her vision a reality.

Since then, Makerspaces have popped up in libraries across the country. It is important to keep accessibility in mind when designing your library’s Makerspace.

(Slide #86)

Trainer: Every makerspace machine may not be accessible to people with disabilities. The following are examples of machines that are typically found in Makerspaces.

1. Sewing Machines
2. 3D Printers
3. Laser Cutters
4. Hand Tools
5. Electronics

6. Rapid Prototyping
7. Computers

This handout describes how these machines can be made accessible for people with disabilities.

Distribute: Handout #5.

(Slide #87)

Trainer: Sensory Storytime is another accessible and inclusive program to incorporate into your library. Sensory Storytime is geared toward younger children in the 2-5-year-old range who have sensory processing difficulties. The goal of the storytime is to provide fewer distractions and focus more on situational awareness while accomplishing the main activity.

(Slide #88)

Trainer: “First, a little context. Most people think about senses as five distinct things: seeing, hearing, touching, smelling, and tasting. In reality, there are seven senses, two of which are a little more abstract. Your vestibular sense is an understanding of ourselves in proportion to the world around us, and your proprioception is a general awareness of your own body. In total, that gives us seven senses, seeing, hearing, touching, smelling, tasting, proprioception, and our vestibular sense. We use these seven senses to understand and interact with the world around us.”

(Slide #89)

Trainer: Sensory Storytime utilizes the combination of the reenactment of colorful picture books, calming music, dancing, and crafts to help the children stimulate their senses. Participants of storytimes work on socializing with peers as well as practice making choices in low-stakes settings.

(Slide #90)

Trainer: Here are some best practices as discussed by Kaitlin Frick focusing on Sensory Storytime:

1. Have a visual schedule
2. Repeat
3. It's okay to shorten stories
4. Have designated spots for each child to sit
5. Keep it small
6. Turn it down
7. Make it interactive

(Slide #91)

Trainer: We will watch a Train-the-Trainer video featuring Rachel Combs, a Public Services Manager at the University of Kentucky Science and Engineering Library. Rachel details a challenge in which her library didn't have adequate accessibility services and resources.

Video: "Rachel Combs - The Challenge - Adequate Program Accessibility." (3:00)

https://projectenable.syr.edu/projectenable_resoruces/view/1141.

(Slide #92)

Discussion #10: What would you do if faced with this situation?

(Slide #93)

Trainer: Now, we will watch Rachel Combs's solution to her challenge.

Video: "Rachel Combs - The Solution - Adequate Program Accessibility." (5:25)

https://projectenable.syr.edu/projectenable_resoruces/view/1140.

Website Accessibility

(Slide #94)

Distribute: Handout #6.

Trainer: Website accessibility is important for people with disabilities to access online content in libraries. You might think of it as "Universal Design for the Web," that is, addressing the structural issues that might inhibit the use of your library's web resources by people with disabilities.

(Slide #95)

Trainer: Now, let's watch a brief video describing what website accessibility is.

Video: "What is Web Accessibility in 60 seconds!" (1:46)

<https://www.youtube.com/watch?v=hufMi9LZX2I>.

(Slide #96)

Trainer: Like any topic, some aspects of website accessibility are easy to understand, and others are harder. You can use Universal Design as a basis for website accessibility by taking the seven principles and applying them to the library's website:

1. Equitable Use: Changing the color contrast on your library website to help patrons with color blindness.
 2. Flexibility in Use: Providing customization for dashboards can enable patrons to choose how they want the website's layout to look.
 3. Simple and Intuitive Use: Don't have a busy webpage. This can cause distraction and make navigation through the website tedious. Sometimes, a simple design is the best design. Also, be aware of appropriate color contrast. For example, the best is black font on white background, white font on black background or bright yellow font on a dark blue background.
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(Slide #97)

4. Perceptible Information: Adding transcripts and closed captions to videos on your library website can help patrons who have trouble hearing. Another example is by adding Alt text to images. When navigating a web page with a screen reader, it helps the patron identify what is in the picture when they can't see what it contains.
 5. Tolerance for Error: If your library website has a form, such as when you need to log in to the site, make sure to add input format validation errors. This basically means if you type a password wrong or leave a form blank, the page responds by showing text next to the form indicating what was wrong. If the patron types the wrong letter by accident, it will let the patron know rather than just being blocked.
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(Slide #98)

6. Low Physical Effort: Make sure that your library website is navigable by the tab feature on keyboards. Using the tab key to navigate through the website can help patrons who have trouble clicking a mouse.
 7. Size and Space for Approach and Use: Use descriptive link text that makes sense out of context. For example, the text "Click Here" is not a helpful link name, but "About Us" is. This makes links accessible to screen reader users.
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(Slide #99)

Trainer: You can also use the Web Content Accessibility Guidelines 2.1 (WCAG 2.1) as another tool in assessing your library's website. These were created by the World Wide Web Consortium, otherwise known as W3C. The first guidelines, WCAG 1.0, were published in 1999. The current version is WCAG 2.1 (as of June 2021), which was released in 2018. W3C is currently in the process of creating the WCAG 2.2 standards that you can see if you visit their website. [Trainer note: be sure to check to see which is the most current version available, as new versions are released continuously.]

(Slide #100)

The WCAG Guidelines are based on four principles of accessibility. These guidelines are highly regarded and recognized within the web accessibility community.

1. Perceivable - Information and user interface components must be presentable to users in ways they can perceive;
 - 1.1. Provide text alternatives for any non-text content to be changed into other forms people need, such as large print, braille, speech, symbols, or more straightforward language.
 - 1.2. Provide alternatives for time-based media.
 - 1.3. Create content presented in different ways (for example, a more straightforward layout) without losing information or structure.
 - 1.4. Make it easier for users to see and hear content, including separating foreground from background.
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(Slide #101)

2. Operable - User interface components and navigation must be operable;
 - 2.1. Make all functionality available from a keyboard.
 - 2.2. Provide users enough time to read and use the content.
 - 2.3. Do not design content in a way that is known to cause seizures or physical reactions.

- 2.4. Provide ways to help users navigate, find content, and determine where they are.
 - 2.5. Make it easier for users to operate functionality through various inputs beyond the keyboard.
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(Slide #102)

3. Understandable - Information and the operation of user interface must be understandable;
 - 3.1. Make text content readable and understandable
 - 3.2. Make Web pages appear and operate in predictable ways
 - 3.3. Help users avoid and correct mistakes
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(Slide #103)

4. Robust - Content must be robust enough to be interpreted by a wide variety of user agents, including assistive technologies.
 - 4.1. Maximize compatibility with current and future user agents, including assistive technologies.
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(Slide #104)

Discussion #11: Can you think of other website accessibility examples?

(Slide #105)

Trainer: To help you start evaluating your library's website, here are two tools that can help.

1. Google Lighthouse - A Chrome browser extension. It provides you with an immediate report on the accessibility of your website. Google Lighthouse looks at the performance, accessibility, best practices, and SEO of the webpage.

2. WAVE - A browser extension that provides you with visual feedback on your webpage by using different color icons. Each icon indicates another error.

Both are free to use.

Activity #2

(Slide #106)

Trainer: Next, we will divide into groups and apply Universal Design to your library or libraries.

Distribute: Activity Worksheet #2.

Directions:

1. Break into small (3-5) discussion groups (group size depends on the amount of people attending).
 2. Begin an action plan of how to get started on applying universal design in your library or libraries.
 3. Put at least two examples for each category (physical barriers, website accessibility, collection development, program development, and policy).
 4. After 15 minutes, the groups will come back together, and a speaker for each group will discuss what the group decided and why.
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Recap

(Slide #107)

1. The Social Model of Disability faults society for not providing adequate access, not the individual.
2. Universal Design is a space (physical or digital) that all can easily access.
3. Federal law and ALA policy prohibits discrimination against people with disabilities and require agencies to apply ADA standards.
4. Physical Barriers at the library can include heights of tables, flooring, stacks, and lighting.
5. There are two main types of inclusive collection development areas: type of materials and content of materials.

6. There are two main types of disability literature: Inclusion and Immersion Literature.
 7. Two types of programming examples are: Makerspaces and Sensory Storytime
 8. You can utilize Universal Design and WCAG 2.1 Guidelines to help you evaluate your library's website.
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Closing

(Slide #108)

Trainer: Thank you for attending this workshop. I hope you have learned some new things that you can use or do right away when you return to your library. Your last task before you leave is to please complete the workshop evaluation form.

Distribute: Workshop Evaluation Form.

Now, I'd like you to go back to your library and implement your action plan for creating an accessible library. (Trainer note: You may ask them to report back on the success of their action plan to a group online repository you have created that they can access. You will email them the URL if you decide to do this).

Distribute: Workshop Evaluation Form and Takeaways # 1-2. [Trainer Note: you can also hand out the Resources if you want to.]

Thank You

(Slide #109)

Trainer: Thank you, and have a good rest of your day.