

## Workshop #1: Accessibility and Inclusion for Patrons with Disabilities: The Basic



### Instructor Script

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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.

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### **Pre-Readings**

“Project ENABLE - Module 1.”

[https://projectenable.syr.edu/training/modules/topics\\_list/module/94](https://projectenable.syr.edu/training/modules/topics_list/module/94)

“What is the ADA?”

<https://adata.org/learn-about-ada>

“Access to Libraries for Persons with Disabilities”

[https://projectenable.syr.edu/projectenable\\_resoruces/view/1254](https://projectenable.syr.edu/projectenable_resoruces/view/1254)

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## **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.]

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## **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.

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**(Slide #3)**

## **Learning Objectives**

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

1. Understand the importance of treating others with respect and dignity.
  2. Develop a basic understanding of Universal Design and Universal Design for Learning.
  3. Apply what you have learned to programs at your library.
  4. Identify barriers to library access and provide solutions to your library.
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## **Agenda**

**(Slide #4)**

**Trainer:** Today, we will look at the basics of accessibility and how to make your library inclusive and welcoming for everyone, regardless of their ability. The topics that we will cover in today's workshop are:

### Foundations

- Disability Awareness
  - Libraries and Patrons with Disabilities
  - The Law
  - Activity #1
- 

[Break]

**(Slide #5)**

### Applying Library Accessibility

- Universal Design
  - Universal Design for Learning
  - Activity #2
  - Recap
  - Closing
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**(Slide #6)**

## **FOUNDATIONS**

**Trainer:** Welcome to the first part of the workshop! This part of the workshop will cover the foundational knowledge that you should know before you can begin to make your library accessible.

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## **Disability Awareness**

**(Slide #7)**

**Trainer:** Disability awareness training seeks to help “normal” people have a better understanding of what having a disability means and how they can show respect to people with disabilities.

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**(Slide #8)**

**Trainer:** First, let’s watch this brief YouTube video called “Disability Sensitivity Training Video” by dcgovernent.

Video: “Disability Sensitivity Training Video” (3:40)

<https://www.youtube.com/watch?v=Gv1aDEFIXq8>.

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**(Slide #9)**

Distribute: Handout #1

**Trainer:** What we need to do next is establish what different types of disabilities there are. Disabilities can affect people in different ways. For example:

1. Physical Disability - Affects a person's mobility.

Examples: cerebral palsy, multiple sclerosis, epilepsy, etc.

2. Sensory Disability - Affects a person’s ability to sense the world around them.

Examples: low vision, blindness, deafness, and hard of hearing, etc.

3. Visual Disability - Affects a person's ability to see.

Examples: Cataracts, Color Blindness, Vision Loss, etc.

4. Hearing Disability - Affects a person's ability to hear.

Examples: Conductive hearing loss, Sensorineural Hearing Loss, Mixed Hearing Loss, and Auditory Neuropathy Spectrum Disorder.

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**(Slide #10)**

5. Olfactory and Gustatory Disability - Affects a person's ability to taste and smell.

Examples: Head injury, exposure to chemicals, radiation, cigarette smoking, vitamin and mineral deficiency, etc.

6. Somatosensory Impairment - Affects a person's physical sensations, such as touch.

Examples: Nerve injury, stroke, cerebral palsy, etc.

7. Intellectual Disability - Affects a person's ability to comprehend and process information.

Examples: Down syndrome, autism, brain injury, fetal alcohol syndrome, etc.

8. Mental Health and Emotional Disabilities - Common types are anxiety, mood, obsession, addiction, personality disorders, and PTSD.
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**(Slide #11)**

**Trainer:** What we need to do next is establish what type of language we can use. There are two types of language styles that people with disabilities use. They are Person First and Identity First language.

Person-First: Language that puts the person first before their disability.

This is the most common way to address a person with disabilities. It basically means that you see them as a person first, and their disability second.

Disability-First: Language that puts the disability first.

It centers around the person's disability but still recognizes that they are a human being. This stems from the Disability Pride movement which says that disability isn't something people should hide or be ashamed of. For example, most in the Deaf community prefer being called a "Deaf person" rather than a "person with a hearing disability."

As stated, Person-First language is more common, however, it is best to ask a person with a disability what they prefer rather than just assuming.

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**(Slide #12)**

**Trainer:** The next step is introducing you to 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.

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**(Slide #13)**

**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.

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**(Slide #14)**

**Trainer:** Sometimes it is easy to make assumptions on the basis of what we see and hear. But sometimes, we are making those assumptions based on incorrect or insufficient information. Let's look at a non-library example.

When crowds rush forward in a limited space, this can be dangerous for someone with a disability. Deborah, an attractive, well-dressed female college professor in her 60's who is partially blind has requested early airplane boarding. Airlines do not require a person to reveal what type of disability he or she has when making such a request unless it requires some type of special assistance of equipment specific to that disability. As Deborah shows her ticket to the gate agent and proceeds to the boarding ramp, she overhears the gate agent whisper to the ticket agent, "She doesn't look disabled to me."

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**(Slide #15)**

Discussion #1: What are your thoughts about this example?

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**(Slide #16)**

**Trainer:** There are two overarching types of disabilities: Visible and Invisible Disabilities. A definition of “visible disability” is one that outwardly demonstrates that a person has a temporary or permanent disability. It is observable by others.

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**(Slide #17)**

Question #2: What are some other possible examples of “visible” disabilities?

[Trainer Note: possible responses - haltering speech, Down Syndrome facial features, prosthetic limb, a seeing-eye dog, pronounced limp, stuttering, etc.]

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**(Slide #18)**

**Trainer:** While we recognize that there are disabilities that are clearly visible to others, due to physical signs of the disability, such as a wheelchair or seeing-eye dog, there are also a great number of invisible disabilities. An invisible disability is a temporary or permanent disability that is not outwardly observable. A few examples of “invisible” disabilities are partial blindness or loss of vision, dyslexia, and brain injury.

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**(Slide #19)**

Discussion #3: What are some other examples of invisible disabilities?

[Trainer Note: possible responses - Intellectual disabilities, dyslexia, autism, etc.]

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**(Slide #20)**

**Trainer:** Now let's look at a library-related example.

An elderly man named Joseph, walking haltingly with a cane, comes into the library on Movie Night. The librarian in charge of the event offers to assist him and points him to a comfortable, nearby chair in the back of the room so that he doesn't have to walk too far, which he declines. The librarian wonders why.

Soon, the librarian realizes that the real problem is that Joseph needs a seat in the first row, close to the audio speakers because he also has a severe hearing disability and wears a hearing aid (which is quite small and difficult for others to detect).

Joseph's mobility disability has no relevance to his needs in that particular situation. It is his hearing disability that is the problem. Many seniors have a disability and some have multiple disabilities. By the time the librarian realizes her mistake, there are no more seats in the front and Joseph has left the library.

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**(Slide #21)**

**Trainer:** So, while we understand that librarianship is a service profession and there are some visible clues that help us identify the potential needs of people with disabilities, it is still possible to make false assumptions that lead us in the wrong direction. False assumptions about patrons with disabilities can affect how librarians plan their programs and services and the patrons' ongoing library use and engagement.

Asking individual patrons if they have a disability is an invasion of their privacy. There are ways in which to identify specific programs, services, and resources that may be needed or desired by members of the disabilities community. For example, we do know some statistics that can help us better plan, without having to specifically identify those people in the community with a disability.

**Trainer:** Almost ½ of all seniors in the U.S. frequent their library and about 16% of them have at least one disability and half of those have more than one. Knowing those statistics, what might be some appropriate assumptions to make about your library patrons and how might the librarian in the example have better handled the situation?

So, while we understand that librarianship is a service profession and there are some visible clues that help us identify the potential needs of people with disabilities, it is still possible to make false assumptions that lead us in the wrong direction. False assumptions about patrons with disabilities can affect how librarians plan their programs and services and the patrons' ongoing library use and engagement.

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**(Slide #22)**

**Trainer:** Sometimes people with disabilities prefer not to disclose their disability, particularly if it is not easily observable.

Question #4: What might be some reasons for that?

[Trainer Note: Some possible responses - they have experienced pity or judgment, based on what another person assumes they can or cannot do because of their disability; they prefer to keep personal things private; it is not relevant to their needs in the library.]

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**(Slide #23)**

**Trainer:** Sometimes we assume that all people with disabilities need help with every task when some may not need help with any task or may only need help with certain tasks. The degree or level of disability for some disabilities might impact the amount of assistance needed. There are many variants and levels of disability.

That is why, for example, people with autism are considered on a “spectrum.” A common remark about people with autism is, “Once you meet a person with autism, you have met a person with autism.” This means they can have any or all of many different signs or symptoms of autism, such as poor eye contact and difficulty with social interactions, multiple disabilities, high or low intellectual functioning, and can have differing levels of intensity of any of those signs and symptoms.

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**Libraries and Patrons with Disabilities**

**(Slide #24)**

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**(Slide #25)**

**Trainer:** “There is a 100% chance that you will be serving a patron with a disability in your library.” This was a quote by Dr. Beth Patian, a Library and Information Science professor at Syracuse University.

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**(Slide #26)**

**Discussion #5:** Do you think she’s right?

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**(Slide #27)**

**Trainer:** On the opposite side of the coin, you have this quote from an anonymous librarian, “I don’t need to design special programs or services for patrons with disabilities because there are no patrons with disabilities in my library.”

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**(Slide #28)**

Discussion #6: Do you think there are no people with disabilities in your community?

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**(Slide #29)**

**Trainer:** Let's think back to the statistic from the CDC that states 26% of adults in the United States have a disability. Think about how many people 26% of your library's community represents. Think about the youth, senior, and veteran populations in your community, which typically have the highest number of people with disabilities, many of which are frequent library users.

That would mean that libraries would be ignoring millions of their community members if they fail to provide appropriate physical spaces and signage, inclusive services and programs, and accessible technologies and resources for all patrons, including those with disabilities.

Therefore, libraries always need to start with the premise that there are at least some library patrons with disabilities who visit their libraries and at least some will need some type of accommodations or modifications.

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**(Slide #30)**

**Trainer:** There are some questions you might have as you begin to create a more accessible and inclusive library. Here are some questions and statements to help you.

1. How can you tell if you have people with disabilities in your library?
2. You can't ask a person if they have a disability but what could you do (survey your library constituents, giving them the ability to respond anonymously).
3. Is it always important to know about every person with a disability in your library?

4. When might it not be necessary to know this?
  5. There certainly are some visible disabilities that help us identify potential needs, but it is still possible to make false assumptions that lead us in the wrong direction.
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**(Slide #31)**

**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.

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**(Slide #32)**

Distribute: Handout #2

**Trainer:** These are the following sections of the ALA Policy regarding people with disabilities.

1. The Scope of Disability Law: Providing equitable access for people with disabilities is required by federal law.
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.
3. Facilities: Libraries are required to follow ADA regulations regarding physical space.
4. Collections: Library materials must be accessible to patrons with disabilities and various formats.

5. Assistive Technology: Libraries should integrate assistive technologies into their libraries based on communications with people with disabilities, agencies, organizations, and vendors.
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**(Slide #33)**

6. Employment: Libraries should recruit people with disabilities into the LIS (Library and Information Science) field and provide accessible job postings and applications.
  7. Library Education, Training, and Professional Development: All graduate programs should teach about accessibility, assistive technology, and the needs of people with disabilities regarding library services.
  8. ALA Conferences: ALA conferences must be held at locations that are accessible to people with disabilities.
  9. ALA Publications and Communications: Works published under ALA must be available in alternative formats.
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### **The Law**

**(Slide #34)**

**Trainer:** 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.

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**(Slide #35)**

**Distribute:** Handout #3

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

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**(Slide #36)**

**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.

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**(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.

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**(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. The 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)**

**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>.

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### **Activity #1**

**(Slide #40)**

**Trainer:** Next, we will divide into groups and answer some questions.

Distribute: Activity Worksheet #1.

Directions:

1. Break into small (3-5 people) discussion groups (group size depends on the number of people attending).
2. Two questions will be shown on the PowerPoint slide and on Activity Worksheet #1.

3. Choose one group member to be the recorder. At the end of this activity, that person will present your ideas to the larger group.
4. Regroup after 15-20 minutes the groups will come back together, and a speaker for each group will discuss what the group decided and why.

**Trainer:** Now it's time for each group to present their answers.

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**(Slide #41)**

**BREAK**

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**(Slide #42)**

### **APPLYING LIBRARY ACCESSIBILITY**

**Trainer:** Welcome back to the second part of the workshop! We will now be looking at the applications of library accessibility.

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#### **Universal Design**

**(Slide #43)**

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

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**(Slide #44)**

**Trainer:** Let's watch a Project ENABLE Challenge Video; this one features Charlotte Moman, retired Assistant Director from the Jackson Hinds Library System in Jackson, Mississippi, who witnessed how a librarian's attitudes can disenfranchise library patrons in

this case, a mother and her child with a disability. I think when you see what this one incident stirred Charlotte to do, it will not only inform but inspire you.

Video: “Charlotte Moman - The Challenge - Lack of Training” (3:49)

[https://projectenable.syr.edu/projectenable\\_resoruces/view/1139](https://projectenable.syr.edu/projectenable_resoruces/view/1139).

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**(Slide #45)**

Discussion #7: What would you do to solve this problem?

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**(Slide #46)**

**Trainer**: Now, let’s watch Charlotte’s solution to her challenge.

Video: “Charlotte Moman - A Solution - Lack of Training” (8:36)

[https://projectenable.syr.edu/projectenable\\_resoruces/view/1138](https://projectenable.syr.edu/projectenable_resoruces/view/1138)

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**(Slide #47)**

Distribute: Handout #4.

**Trainer**: 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.

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**(Slide #48)**

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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**(Slide #49)**

**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.

**Trainer:** Provide various materials such as audiobooks, articles, books, websites, and videos on a particular topic.

2. Flexibility in Use - The design accommodates a wide range of individual preferences and abilities.

**Trainer:** 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.

3. Simple and Intuitive Use - The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

**Trainer:** 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.

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**(Slide #50)**

4. Perceptible Information - The design communicates necessary information effectively to the user, regardless of ambient conditions or sensory abilities.

**Trainer:** 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.

5. Tolerance for Error - The design minimizes hazards and the adverse consequences of accidental or unintended actions.

**Trainer:** 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.

6. Low Physical Effort - The design can be used efficiently and comfortably with a minimum of fatigue.

**Trainer:** 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.

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.

**Trainer:** 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 #51)**

**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>.

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### **Universal Design for Learning**

**(Slide #52)**

Distribute: Handout #5.

**Trainer:** Now that you know a little bit about Universal Design and why it is so important that the physical and virtual spaces of libraries be made accessible and inclusive for all patrons. But we need to go beyond just spaces and focus some of our attention on what happens in those spaces---the programs and services libraries provide to patrons. These range from everyday interactions at the circulation and reference desks to programs intended to result in increases in patrons' knowledge and skills. There are library programs specifically targeting age groups, from babies to seniors, and some that target special interest groups from knitting circles to current events clubs, to job-seeking skill development programs.

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**(Slide #53)**

**Trainer:** The other essential construct to be familiar with is Universal Design for Learning or UDL. UDL is an inclusive instructional method of teaching, with its basis springing from Universal Design guidelines. Although UDL is a method directed at teachers, librarians, museum instructors and others who teach people with disabilities can benefit from applying this model to their instruction/programs. UDL allows librarians to incorporate patron's needs through a variety of teaching methods.

1. Engagement - Offer patrons different ways to interact with your content that interests and engage them.

2. Representation - Present your information in different ways throughout the library program. Don't just choose one method. Variety adds to interest and engagement, particularly the use of interactive methods of presenting the information.
  3. Action and Expression - Provide different ways to allow the patrons to demonstrate what they've learned.
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**(Slide #54)**

1. Engagement
    - a. Roleplay
    - b. Activities
    - c. Group discussions
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**(Slide #55)**

2. Representation
    - a. Lectures
    - b. Discussions
    - c. Videos
    - d. Debates
    - e. Computer-based presentations
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**(Slide #56)**

3. Action and Expression
    - a. Written evidence of learning
    - b. Questioning (encourage patrons to ask questions)
    - c. Media-based or technology-based evidence of learning (videos, interactive learning games like Kahoot)
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**(Slide #57)**

**Trainer:** Each of the UDL principles is further specified by a number of guidelines, with checkpoints that expand upon the guidelines. For example, one way to provide multiple means of representation is to "provide options for perception." Depending on the students, this might mean that the librarian would provide captions or a transcript for videos, present text in larger font sizes, or provide tactile alternatives for visual displays.

Using all three key principles of UDL in your library instruction will help you better provide instruction to everyone, including patrons with disabilities. While you focus on these principles, keep in mind that each patron's needs are different. For example, patrons with mobility issues might not be able to participate in certain activities. Patrons who have a hard time sitting still need to move and get up during the program. Patrons who have learning disabilities each have different ways that they understand the content.

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**(Slide #58)**

**Discussion #8:** Can you name some ways in which your library implements one or more UDL principles?

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**(Slide #59)**

**Trainer:** Some ideas for incorporating UDL principles into libraries include:

1. Providing e-books in multiple formats
2. Providing instructional materials in large, legible fonts
3. Finding alternative materials for students with disabilities before beginning instruction or a library program
4. Using different media to explain a concept, including videos and infographics
5. Downloading apps designed for students with disabilities

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**(Slide #60)**

**Activity #2**

**Trainer:** Next, we will divide into groups and answer some questions.

Distribute: Activity Worksheet #2.

Directions:

1. Break into small (3-5 people) discussion groups (group size depends on the number of people attending).
2. You were asked to complete a disabilities audit of your library or section of the library in which you work, using the IFLA checklist. Each person in the group should identify the barriers to accessibility and inclusion for people with disabilities in each of your libraries.
3. Each person should choose one barrier he/she would like to tackle and discuss in the small group how you might address it when you go back to your library.
4. Regroup after 15-20 minutes the groups will come back together, and a speaker for each group will discuss what occurred.

[Trainer Note: After this activity, collect lists of barriers and solutions and compile them and send them out to participants after the workshop is concluded.]

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**Recap**

**(Slide #61)**

1. There are different types of disability and some examples of each.
2. It is important to ask someone if they prefer Person-First or Disability-First language.
3. The Medical Model faults the person with the disability, The Social Model faults society for not being accessible.
4. There are two overarching types of disabilities (visible and invisible).
5. Don't assume that everyone with the same disability has the same needs.
6. Universal Design is a space (physical or digital) that all can easily access.
7. Federal law and ALA policy prohibits discrimination against people with disabilities and require agencies to apply ADA standards.

8. Universal Design for Learning is an inclusive instructional method of teaching based on Universal Design. Although UDL is a method directed at teachers, librarians can benefit from applying this model to their instruction/programs.
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### **Closing**

**(Slide #62)**

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

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### **Thank You**

**(Slide #63)**

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