**Universal Design and Universal Design for Learning Foster Inclusion, Equity, Diversity, and Accessibility Solutions (IDEAS) in Libraries**

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Apple, Inc. (n.d.). *Accessibility.* Retrieved from:<http://www.apple.com/accessibility/>

An overview of the accessibility features offered through Apple/Mac products, including Switch Control, Text to Speech, and Voiceover.

Center for Applied Special Technology*.* (2018). Retrieved from[http://www.cast.org/our-work/research-development#.WNmLfDvyvIU](http://www.cast.org/our-work/research-development%23.WNmLfDvyvIU)

The homepage for the CAST website. This site provides information about their organization and what they are currently doing to make education more inclusive.

Copeland, C.A. (Ed). (2023). *Disabilities and the library: Fostering equity for patrons and staff with differing abilities*. ABC-CLIO. More about the book and ordering are available at the ABC-Clio website: <https://www.abc-clio.com/products/a5549p/>. **Please note that the purchase price from ABC-Clio and Amazon are the same. However, ABC-Clio is graciously offering a 20% discount code to anyone who attended the Niche Academy webinar 3/22/23. That code is: NICHE**

Librarians need to understand the needs and abilities of differently abled patrons, and anyone responsible for hiring and managing librarians must know how to provide an equitable environment. This book serves as an educational resource for both groups. Understanding the needs and abilities of patrons who are differently abled increases librarians’ ability to serve them from childhood through adulthood. While some librarians are fortunate to have had coursework to help them understand the needs and abilities of the differently abled, many have had little experience working with this diverse group. In addition, many persons who are differently abled are—or would like to become—librarians.

*Disabilities and the Library* helps readers understand the challenges faced by people who are differently abled, both as patrons and as information professionals. Readers will learn to assess their library’s physical facilities, programming, staff, and continuing education to ensure that their libraries are prepared to include people of all abilities. Inclusive programming and collection development suggestions will help librarians to meet the needs of patrons and colleagues with mobility and dexterity problems, learning differences, hearing and vision limitations, sensory and cognitive challenges, autism, and more. Additional information is included about assistive and adaptive technologies and web accessibility. Librarians will value this accessible and important book as they strive for equity and inclusivity.

Features:

* Identifies the differently abled who are patrons and employees in libraries
* Details the needs and abilities of a special clientele
* Encourages the interest of management in hiring applicants who are differently abled
* Includes chapters written by working librarians, educators, and researchers
* Offers advice to strengthen services, programming, collection development, accessibility, and legal compliance

Center for Plain Language. (2023). Retrieved from:

The Center for Plain Language, a non-profit organization aimed at supporting government agencies and businesses write clear and understandable communications. The center also offers trainings in plain language practices.

Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1401

A law aimed at improving education for students who are differently able.

[LarsensSyndrome]. (2009, Aug. 17). *A family visit to the library*. [Video file]. Retrieved from<https://www.youtube.com/watch?v=tQAzFE85Sck&feature=related>

A short video about a family visiting the library, and how accessible the library is for individuals in wheelchairs. (~8 minutes)

*Learning Ally.* (2018). Retrieved from<https://www.learningally.org/>

The homepage for the Learning Ally website. This site provides information about their organization and the resources they offer for parents, educators, and students.

*Linda Lucas Walling Collection for Disabled Children.* (2023). Retrieved from [https://sc.edu/study/colleges\_schools/cic/library\_and\_information\_science/literacy/south\_carolina\_center\_for\_community\_literacy/collections/walling\_collection/index.php](http://llwcollection.libsci.sc.edu/)

The homepage for the Walling Collection website. This site provides information about the collection along with helpful resources for evaluating books for use with differently abled individuals.

Microsoft Corporation. (n.d.). *Microsoft accessibility.* Retrieved from: <https://www.microsoft.com/en-us/accessibility/>

Accessibility developments and Accessibility Tools for Businesses, Organizations and Governments provided by Microsoft.

*National Library Service for the Blind and Print Disabled (NLS).* (2023). Retrieved from<http://www.loc.gov/nls/>

The homepage for the NLS website. This site provides information about their organization and their current activities.

*SC Talking Books Services*. (2023). Retrieved from<http://sctalkingbook.org/>

The homepage for SC Talking Books website. This site provides information about their organization and allows users to browse their collection.

*The Center for Universal Design in Education.* (2023). Retrieved from<http://www.washington.edu/doit/programs/center-universal-design-education/overview>

The homepage for the CUDE website. This site provides information and resources about Universal Design at all education levels.

*The South Carolina Assistive Technology Program.* (2023). Retrieved from<http://scatp.med.sc.edu/>

The homepage for the SCATP website. This site provides information about their program and the resources they offer.

Web Accessibility Initiative. (2018, February). *Introduction to web accessibility*. Retrieved from:<https://www.w3.org/WAI/intro/accessibility.php>

An easy to read overview of the many aspects involved in Web Accessibility.

 WebAIM. (2019). *Accessibility evaluation tool.* Retrieved from [http://www.webaim.org/articles/tools/](http://www.webaim.org/standards/wcag/WCAG2Checklist.pdf)

Discussion of many tests and tools, and their place in an overall accessibility effort. Tests and tools are a first step, but most important is knowledge and commitment of the web development team

WebAim. (n.d.). *Articles and tutorials.* Retrieved from<http://www.webaim.org/articles/>

Articles and tutorials on web accessibility from WebAIM.

WebAIM. (n.d.). *Creating accessible web content in Dreamweaver*. Retrieved from <http://www.webaim.org/techniques/dreamweaver/>

Includes an Accessibility Test that can be run against your code.

WebAIM. (n.d.). *Microsoft Word - creating accessible documents.* Retrieved from<http://webaim.org/techniques/word/>

An article on creating accessible documents in Microsoft Word.

WebAIM. (2016). *WCAG 2.0 checklist.* Retrieved from <http://www.webaim.org/standards/wcag/WCAG2Checklist.pdf>

Web accessibility guidelines checklist.