

Making Presentations Accessible Through Universal Design for Learning (UDL)

Universal Design for Learning is a method which promotes making instruction welcoming, accessible and inclusive to all learning styles and abilities. The principles of UDL include providing multiple means of representation, action/expression and engagement. The following tips are suggestions for developing materials and presenting workshops with UDL principles in mind.

Preparation:

- Minimize the amount of text on each slide. Use bullet points. Less is more.
- Use large (at least 24 point), simple fonts, such as sans serif (Arial, Comic Sans, etc.) that are easy to read.
- Use at least 12-point font on any handouts.
- Use high contrast easy to read colors in PowerPoints. Avoid using any light or white font.
- Avoid the use of complex charts or tables. Instead use simple charts or tables with limited data.
- Use closed captioned videos whenever possible. Turn on "CC" to activate closed captioning on YouTube.
Note: Not all YouTube videos are closed captioned and many are not 100% accurate.

Presentation:

- Make an announcement at the beginning of the presentation to ask if anyone has any special needs during the workshop.
- Use multiple methods of instruction in your presentation. Be sure to include a variety of approaches, such as visual aids, auditory, hands on and interactive activities.
- Use examples to illustrate ideas using real life experiences or stories.
- Provide copies of the PowerPoint slides or an interactive handout in which participants can fill in missing words.
- Offer electronic access to materials.
- Explain directions for activities and post them on the PowerPoint.
- Speak slowly and clearly. Do not cover your mouth while speaking. Face the audience while speaking. Do not block the screen.
- Describe images, and graphics on slides when it applies to the content being presented.
- Give a brief description of a video before playing it.
- Repeat questions and comments from the audience.
- Provide sufficient wait time/pauses for participants to process information prior to answering.

Special considerations:

- When a participant who is deaf comes to the session, check in with the individual regarding any accommodation needs, such as lighting and seat preference. Speak directly to individual who is deaf, not their ASL interpreter. Avoid standing between the interpreter and participant.
- If an individual with a disability comes to your presentation, be sure to ask if there are any accommodations they need during the session. When in doubt, ask.
- Plan on how to accommodate an individual with limited mobility if an activity requires movement.

Resources: Accessed. Promoting Universal Design in Higher Education.

http://access-ed.r2d2.uwm.edu/Tools_Resources/PowerPoint_Resources/

CAST: About Universal Design for Learning.

<http://www.cast.org/our-work/about-udl.html#.W9oOhpP27cs>

DO-IT (Disabilities, Opportunities, Internetworking, and Technology). <https://www.washington.edu/doit/equal-access-universal-design-instruction>