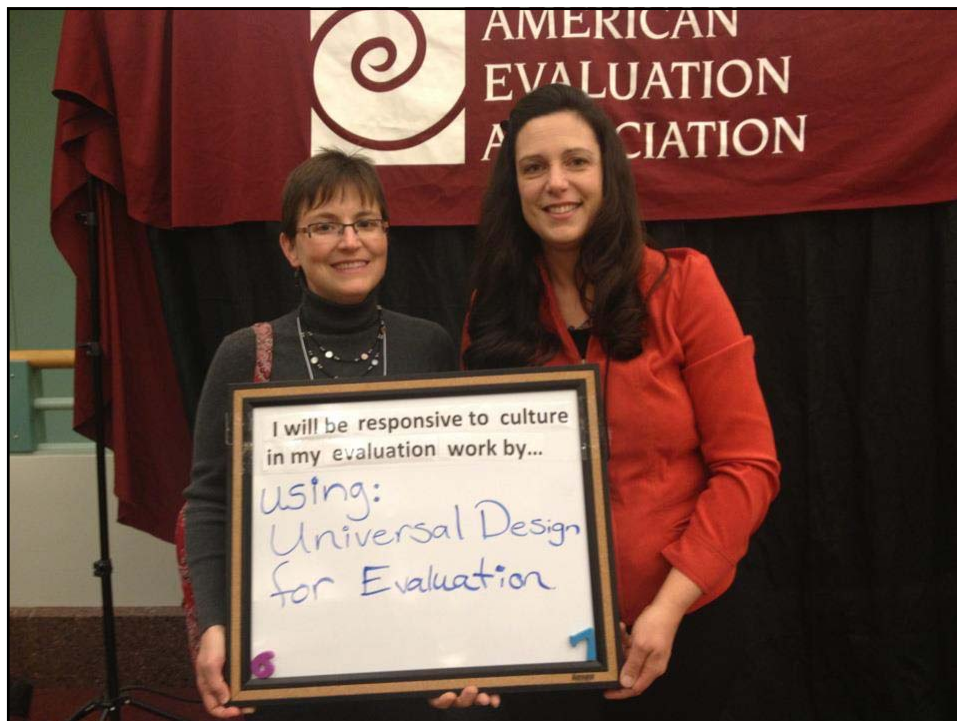# Universal Design for Evaluation

June Gothberg, Ph.D
National Secondary Technical Assistance Center
Western Michigan University
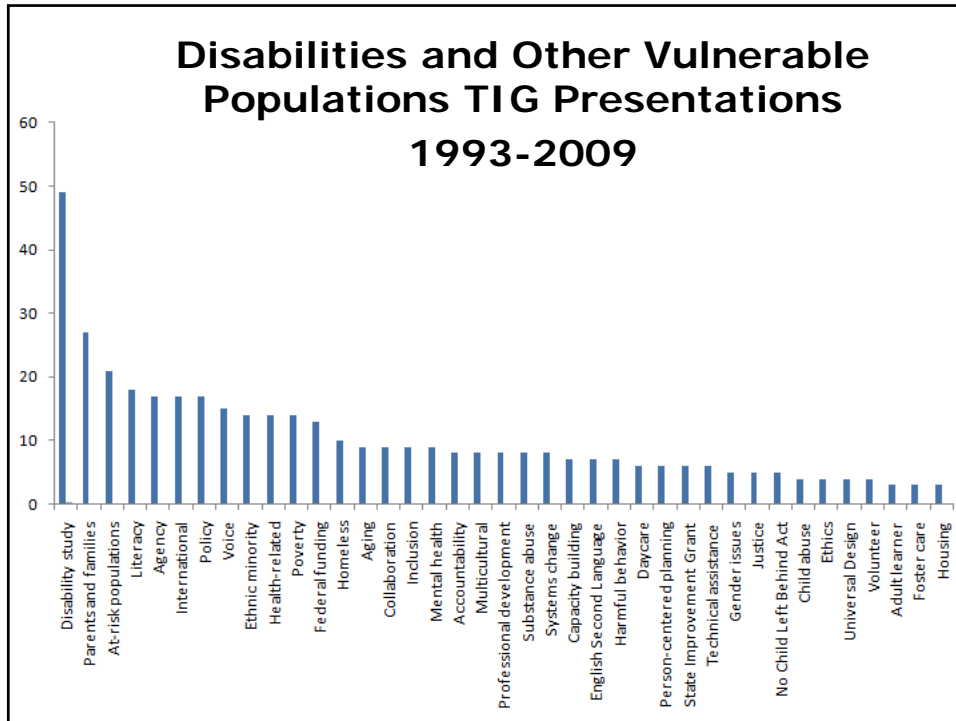
Jennifer Sullivan Sulewski, Ph.D
Institute for Community Inclusion
University of Massachusetts, Boston

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IDEAs
that Work

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promoting the inclusion of people with disabilities

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Disabilities and Other Vulnerable Populations TIG Presentations 1993-2009

Background UDE

An expressed concern that:

- Evaluators need more knowledge and skills to include people with disabilities in their evaluation activities.

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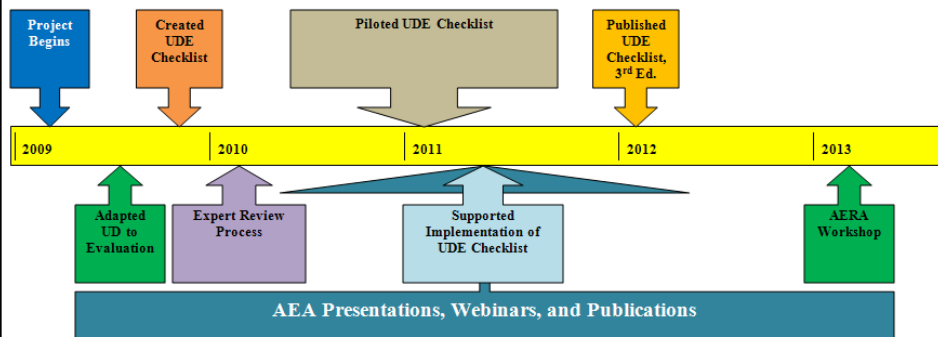
Background UDE

An expressed concern that:

- Project PIs and their evaluators need to more fully understand the complexities and challenges inherent to designing, implementing, and managing evaluation studies which involve human subjects with disabilities

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UDE Project Timeline

Project Begins | Created UDE Checklist | Piloted UDE Checklist | Published UDE Checklist, 3rd Ed.

2009 | 2010 | 2011 | 2012 | 2013

Adapted UD to Evaluation | Expert Review Process | Supported Implementation of UDE Checklist | AERA Workshop

AEA Presentations, Webinars, and Publications

What is Universal Design?

Universal Design is 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.

Center for Universal Design, North Carolina State University

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Why is UD important?

The elderly:

- 1 in 25 in 1900(3.1 million)
- 1 in 8 in 1994(33.2 million)
- 1 in 7 in 2010 (**38.8 million**)

U.S. Census Bureau, 2010
http://www.census.gov/compendia/statab/2010/files/pop.html

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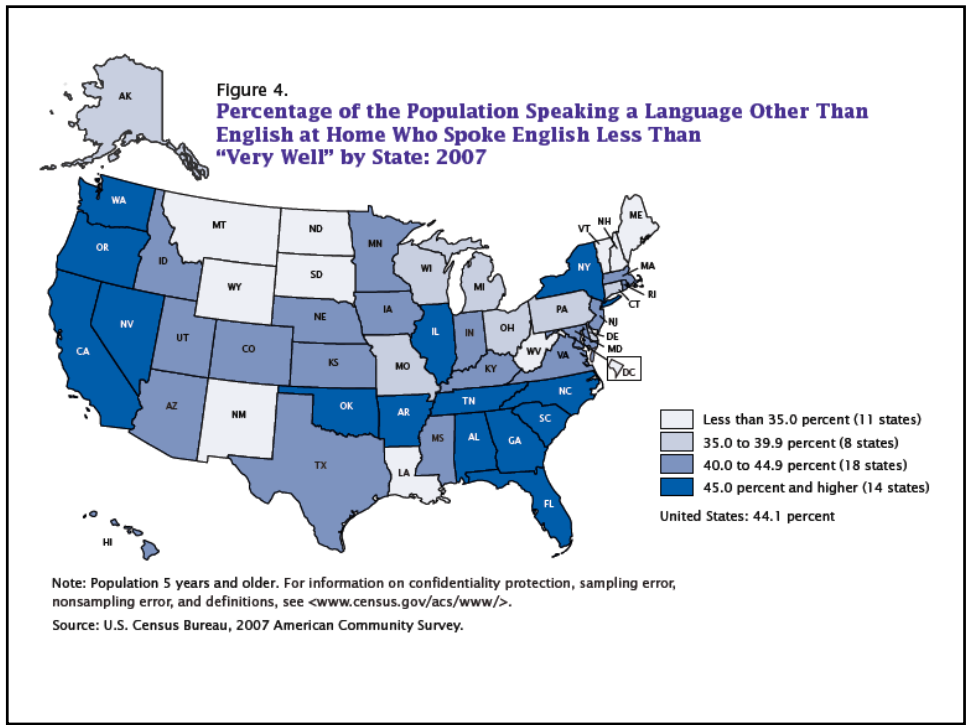ICI INSTITUTE FOR COMMUNITY INCLUSION

Why is UD important?

Non-English speaking:

- **59 million** people speak a language other than English at home[1]
- 4.8% of U.S. households are linguistically isolated because no one in the home speaks English[2]

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1. U.S. Census Bureau, 2010 American Community Survey
2. U.S. Census Bureau, 2005-2007 American Community Survey

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Figure 4.
Percentage of the Population Speaking a Language Other Than English at Home Who Spoke English Less Than "Very Well" by State: 2007

Less than 35.0 percent (11 states)
35.0 to 39.9 percent (8 states)
40.0 to 44.9 percent (18 states)
45.0 percent and higher (14 states)

United States: 44.1 percent

Note: Population 5 years and older. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see <www.census.gov/acs/www/>.

Source: U.S. Census Bureau, 2007 American Community Survey.

Why is UD important?

Persons with disabilities:

- **32 million** adults
- **5 million** children
- **51 million** impaired*

"Good design should be accessible to all."
Michael Graves

*limitations just short of federally defined disability
U.S. Census Bureau, 2010 ,advertisinganddisability.com

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Designed to be Useable by 'All'

1. Velcro
2. Electric toothbrush
3. Single tap facets
4. Flexible drinking straws
5. Audio books
6. Automatic doors
7. Q-drums

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http://www.optimastudio.com/disenosparatodos/en/index.php

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Principles of Universal Design

1. Equitable use
2. Flexibility in use
3. Simple and intuitive use
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use

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Center for Universal Design, North Carolina State University

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Importance of UD for Evaluation

- There is a need for more **rigorous and inclusive** evaluation (Academic Competitive Council, 2011).

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Importance of UD for Evaluation

- Little has been done to increase the standard of program evaluation in regards to **increasing participation of minorities** (Building Engineering and Science Talent, 2005).

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Importance of UD for Evaluation

- Evaluation of programs and increased research on the many dimensions of **underrepresented minorities' experiences** help ensure that programs are well informed, well designed, and successful (National Academy of Sciences, 2011).

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Importance of UD for Evaluation

- **Evaluation can contribute to the outcomes of underrepresented groups** (Mertens & Hopson, 2006).

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Universal Design for Evaluation Checklist

Universal Design for Evaluation Checklist (3rd ed.)
Developed by Jennifer Sullivan Sulewski and June Gothberg

The purpose of this checklist is to provide support for program evaluators who design, develop, implement, and disseminate evaluations. This checklist is designed to assist the evaluator to include all individuals in the evaluation process; people of all ages and all abilities. To do this, evaluators are encouraged to use the seven principles of Universal Design.[1] "Universal design asks from the outset how to make the design work beautifully and seamlessly for as many people as possible. It seeks to consider the breadth of human diversity across the lifespan to create design solutions that work for all users". This checklist is best implemented during the planning phase of the evaluation project in order to ensure full participation for all populations.

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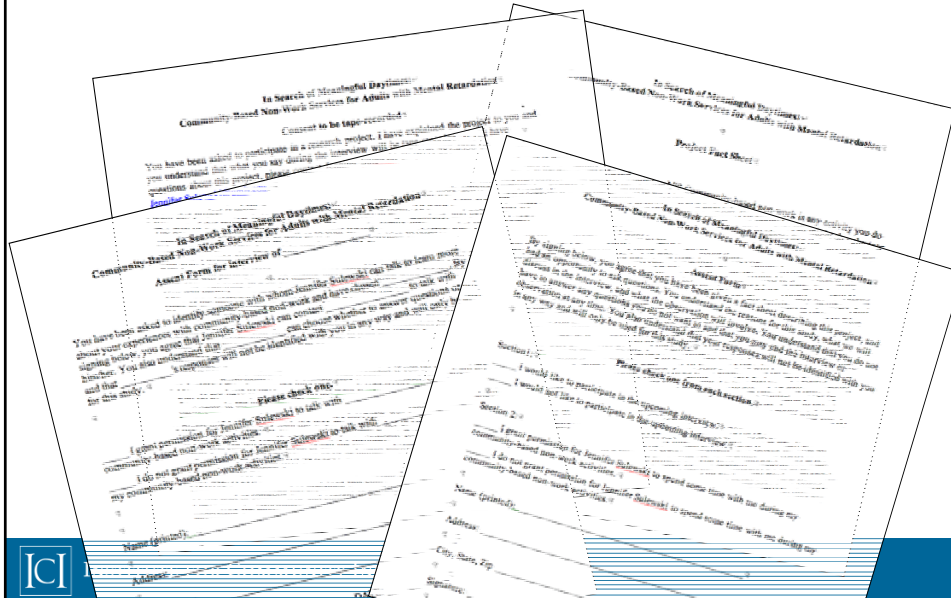[ICI] INSTITUTE FOR COMMUNITY INCLUSION

Principle One: Equitable Use

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

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Consent process

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Consent process

Making the Transition to Work

Agreement to participate in evaluation

You have been asked to be part of an evaluation of the Making the Transition to Work program. We will collect information from you to help us know how well our project is working. The information you provide will not be used to evaluate you as an individual.

We would like to ask you to:

1. Fill out a form on the first day of training
2. Fill out another form on the last day of training
3. Let us talk to you a few months after the training.

Your participation in the evaluation is **voluntary**. You do not have to answer any questions you do not want to and you can stop answering questions at any time just by saying you want to stop.

Your information is **confidential**. Your answers will not be linked to your name and will only be used for this evaluation.

Please indicate below if you are willing to participate in the evaluation

Please check one.

_____ I agree to fill out the forms

_____ I do not agree to fill out the forms
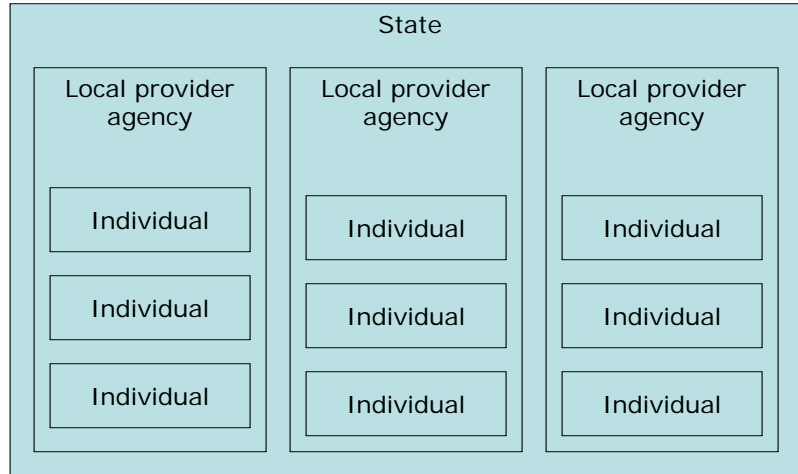
_____ I agree to talk with someone after the training

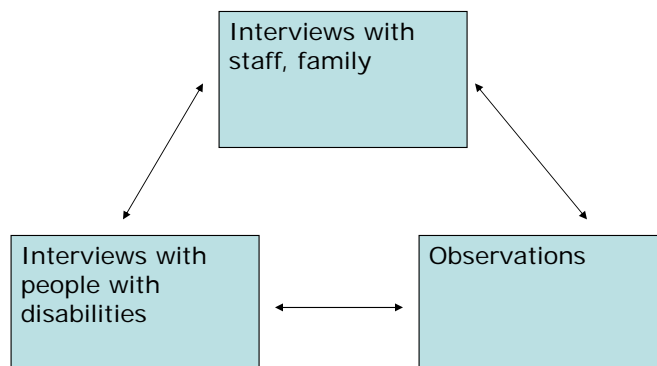_____ I do not agree to talk with someone after the training

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Principle Two: Flexibility in Use

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Multiple methods and sources

State

Local provider agency	Local provider agency	Local provider agency
Individual	Individual	Individual
Individual	Individual	Individual
Individual	Individual	Individual

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Triangulation of data

Interviews with staff, family

Interviews with people with disabilities

Observations

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Principle Three: Simple & Intuitive

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Different survey versions for different audiences

Post-training survey for parents

Thank you for taking the time to fill out this brief survey. Your answers will help us assessing the effectiveness of this training and designing future trainings. Your answers to the questions will not be linked with your name in any reports. Any data reported from these assessment forms will be aggregated across all training participants.

*Please rate your **level of knowledge** of each of the following topics, both **now** and **before participating in the training.***

	What is your _level of knowledge_ of this topic **now?**					What was your _level of knowledge_ of this topic **before the training?**					
1.→How to help my son or daughter set employment or career goals	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	
2.→How to use 5 Bold Steps to work toward my son/daughter's employment goals.	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	
3.→How to access employment supports for my son/daughter when he/she finishes school.	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	
4.→How to choose a high quality employment provider agency.	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	
5.→How to help my son/daughter explore a variety of jobs or careers	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	
6.→How to best incorporate employment or career goals in my son/daughter's IEP.	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	VERY HIGH	HIGH	MOD-ERATE	LOW	VERY LOW	

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Different survey versions for different audiences

Post-training survey for students

Thank you for answering these questions. Your answers will help us make our training better. Your answers to the questions will not be linked with your name in any reports or papers.

At the training, did you learn something new about...

	Did you learn anything about this?	
1. Coming up with career goals	YES	NO
2. Working toward toward career goals	YES	NO
3. Finding a good job	YES	NO
4. Learning about jobs	YES	NO
5. Getting help with jobs and career goals	YES	NO
6. Talking about career goals in your IEP meeting	YES	NO

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Principle Four: Perceptible Information

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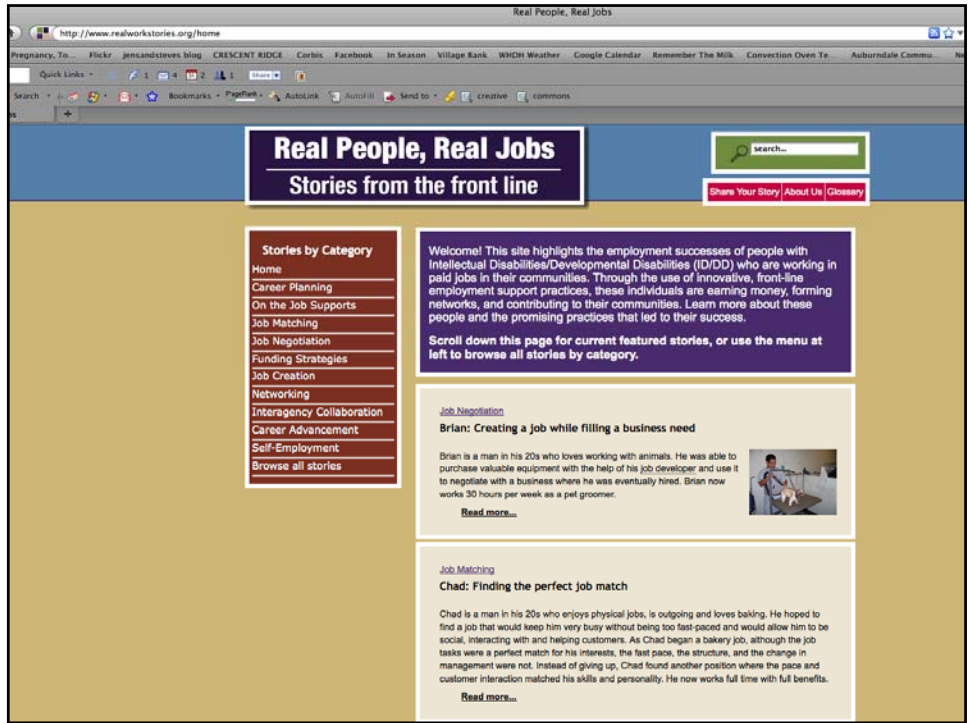
Principle Five: Tolerance for Error

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Use of probes to clarify questions

- **Thinking about the past year, what three issues do you think are at the top of the policy agenda for DDS?**

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Use of probes to clarify questions

- **Thinking about the past year, what three issues do you think are at the top of the policy agenda for DDS?**
  - **PROBE: What are three things that DDS cares about most?**
  - **PROBE: They say they care about (insert example here) – do you agree with that?**

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Use of tooltips to clarify language

Academic Access

Site
Virginia Commonwealth University

Year
2011-12

AA1. Are TPSID students required to take placement or ability to benefit tests during the admissions process? No

AA2. What types of credentials are available to student who attend your TPSID?
Check all that apply for answer choices 1 - 9.

We do not offer a credential ☐

1.) Associate degree specifically for TPSID students granted and approved by the Institution of Higher Education and not available

2.) Bachelor s degree specifically for TPSID students granted and approved by the Institution of Higher Education and not available

3.) Associate degree granted by the Institution of Higher Education available to both TPSID and non-TPSID students ☐

4.) Bachelor s degree granted by the Institution of Higher Education available to both TPSID and non-TPSID students ☐

5.) Certificate specifically for TPSID students granted and approved by the Institution of Higher Education and not available to othe

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Principle Six: Low Physical Effort

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©Pieter Hendrikse www.optimastudio.com/disenosparatodos/en/

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Meet people where they are at.

Principle Seven: Size and Space for Approach and Use

http://www. foreveractivemed.com

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http://www.fotopedia.com/items/flickr-2320045609

Questions?

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Thank you!

June Gothberg **NSTTAC** **Western Michigan University** **269-387-2821 (office)** **269-841-9279 (cell)** **june.gothbeg@wmich.edu**	**Jennifer Sullivan Sulewski** **ICI** **University of Massachusetts, Boston** **617-287-4356 (office)** **617-287-4352 (fax)** **jennifer.sulewski@umb.edu**

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