

Accessibility and Universal Design Framework for Social Work Education and Practice

Purpose: To create accessible learning, training, and working environments that recognize diversity in learning and communication styles, support various ways of engaging, and that foster a culture that values the different ways that we each show up and contribute to the community. The purpose of UD is to offer options that make things more accessible for everyone as standard practice rather than requiring accommodations.

Guiding values and principles: Validate diverse needs | Center access and inclusivity | Emphasize choice

Guiding question: "What would make this most accessible?"

	Provide Multiple Points of Entry for Different Ways of Learning	Provide Multiple Avenues for Connection and Engagement	Provide Multiple Ways to Demonstrate, Apply, and Implement	Provide Multiple Ways of Assessing and Evaluating
Guiding Questions	<i>How do you best learn, work, or engage with services?</i>	<i>How do you best participate and share your perspective?</i>	<i>How do you best demonstrate your understanding of concepts, skills, and strengths?</i>	<i>How do we assess or evaluate in ways that respect and honor diverse strengths and capabilities?</i>
Teaching/ Training	<ul style="list-style-type: none"> Offer the same materials in multiple formats (graphic, text-based, auditory, video) Utilize multiple strategies for teaching content: reading, lecture, experiential, modeling, multimedia Provide clear expectations and materials in advance, and for learners to utilize throughout the class or training 	<ul style="list-style-type: none"> Provide various avenues for participation (e.g. sharing in a large group format, a small group format, dyads, direct communication with the instructor/trainer, etc.) Offer different voices/perspectives representative of the diversity in the class and community 	<ul style="list-style-type: none"> Consider various physical and neurocognitive needs: (e.g. activities with movement should have additional options such as sitting or moving). Acknowledge that processing time does not equate to knowledge or intelligence (move away from timed testing, incorporate flexible deadlines or extension policies, etc.) 	<ul style="list-style-type: none"> Offer 2-3 choices in assignments and activities (that allow for different learning and communication styles) Uplift diverse starting points and experiences in the evaluation process. Grade or evaluate based on relevant skills and competencies.
Working	<ul style="list-style-type: none"> Provide clear expectations and materials in advance, and in various formats (e.g. a conversation about expectations, written expectations, a visual representation or checklist, etc.) Create multiple ways to participate (e.g. hybrid meetings when possible) and consider the inclusion of multiple roles and relevant background info. 	<ul style="list-style-type: none"> Read key written communication aloud and share key spoken communication or instructions in writing (e.g. if discussion prompts are shared, add them to the chat in zoom or share as a handout in-person). 	<ul style="list-style-type: none"> Allow flexibility to the greatest extent possible Emphasize autonomy in determining how best to use your strengths to accomplish your work tasks and projects Recognize the role of culture and intersectional identity in the ways in which people engage, communicate, interact, and work. 	<ul style="list-style-type: none"> Invite open and ongoing dialogue to center employee accessibility needs. Create clear and reasonable processes for requesting adjustments and increasing accessibility. Ensure that performance evaluations are strengths-based
Practice	<ul style="list-style-type: none"> Provide various mechanisms for clients to share relevant information Discuss various treatment options early on 	<ul style="list-style-type: none"> Identify and offer different ways of engaging and participating in the process: (e.g. sitting and talking, lying down, walking and/or moving, creative expression, etc.) 	<ul style="list-style-type: none"> Centering the goal(s) of the client or communities who are impacted or receiving services. - <i>Nothing About Us, Without Us</i> (Charlton, 1998) Offer choice in outcomes and/or referrals 	<ul style="list-style-type: none"> Offer multiple ways for clients to reflect on and share feedback. Provide different mechanisms for the social worker to engage in evaluation, supervision, and self-reflection

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