



Universal Design and Educational Access in STEM

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CCIDS Guiding Principles

- Disability is an aspect of human diversity and human diversity is a positive aspect of society.
- UD/Access improve the quality of life for all.
- Inclusion supports participation for all.
- Social Justice requires equity and opportunity.

Focus Point

Desire to increase the participation of individuals with disabilities in STEM disciplines and careers.

Parent/Professional Awareness

Assume competence and possibility and convey this to the child and others.

Provide opportunities and exposure to a wide range of experiences.

Become familiar with others who have differences who have succeeded.

Build on child interests and strengths.

Adopt a problem-solving approach to life.

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UD/Access to Education

- Historical under-education of students with disability: physical, learning, social/attitudinal barriers.
- Access to the “general education” curriculum achieved for students with disabilities in IDEA '97.
- Student self-determination and aspiration.
- Innovative emerging technology.

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Universal Design Principles

- Equitable Use.
- Flexibility in Use.
- Simple and Intuitive Use.
- Perceptible Information.
- Tolerance for Error.
- Low Physical Effort.
- Size and Space for Approach and Use.

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Universal Design in Education

- Assure physical and program access.
- Separate curriculum content and format.
- Create curriculum stratifications and embed scaffolds.
- Provide flexible formats for learning through technology and engineering.
- Offer opportunities and options for engagement through virtual and actual experiences.
- Provide multiple and flexible means of assessing and documenting learning.

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Social Justice

- Adopt a problem solving approach to addressing barriers to equity and opportunity.
- Proactively address issues of equity and opportunity.

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Thank you!

For more information please contact:

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