Designing for People with Invisible Disabilities
The problem

Problem statement

- “Invisible” disabilities aren’t obvious
- Majority of students with disabilities at the UW have invisible disabilities (80% of 850 students) (Total enrollment: 46,081)

“Great ideas come from diversity, not from single-mindedness.”

– Richard Ladner, UW CSE professor emeritus, Head of Summer Academy for Advancing Deaf and Hard of Hearing in Computing
Intervention

Target audience
- Engineering students at UW

Activity
- CoE Class that counts toward non-major engineering credits
- Designing for people with invisible disabilities
  - Psychological: Anxiety, depression, bipolar disorder, PTDS
  - Learning: ADHD, dyslexia
  - Health: HIV, cancer, traumatic brain injuries, food allergies
Results & outcomes

**Universal Design (UD)**
- Designing products and environments to accommodate widest range of people
- No need for adaptation for specific users because it works for all

**Goals**
- College environment that are accessible to everyone
- The design minimizes hazards of accidental or unintended actions.
- Build connections.
- Keep diversity issues in mind for future projects.
Partnerships

Disability Resources for Students (DRS)
- **Organization mission:** Ensuring access and inclusion for all students with disabilities.

Disabilities, Opportunities, Internetworking, and Technology (DO-IT)
- **Organization mission:** Increase success of people with disabilities in challenging academic programs/careers by promoting applications of UD.

Speech & Hearing Sciences (SPHSC)
- **Organization mission:** Improving the quality of life for individuals affected by challenges in speech, language and hearing across the lifespan.

Why these partnerships?
- Project class for designing for people with invisible disabilities.
- Working together to build relationships.
- Raise the awareness for diversity of CoE.