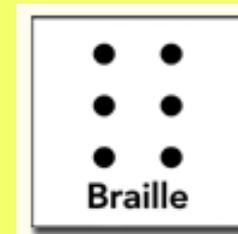


IT TAKES MORE THAN A RAMP

A CLA-ADA Disability Awareness
Workshop



Presented by
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Do you know...

What is

a

Disability?

The Answer:

- There's no standard definition –every agency has its own criteria
- A good general definition (from the ADA):
“An individual is considered to have a disability if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment”

Disabilities can be visible or invisible

CENSUS DEFINITION

The U.S. census recognizes six categories:

Physical disability

Sensory disability (sight, hearing, etc.)

Mental (cognitive) disability

Self-care disability

Go-outside-home disability

Employment disability

The condition must last at least six months

The Numbers

In Connecticut 2007

Age 5-15:	5.3% of 503,259
Age 16-64:	9.9% of 2,280,955
Age 65 & over:	35.9% of 443,181
Total population:	12.7% of 3,227,395

The only minority group many of us will be a part of at some point in our lives.

Think About It

Imagine you are driving home and your car is hit by a drunk driver. You wake up in the hospital, and discover that your left leg has been amputated just above the knee, and your right hand was so badly broken it will never work properly again.

Ask Yourself

How do I feel about myself and my body?

How do I think others will see me and treat me?

How do I want others to view me and treat me?

Experience it -- ROLE PLAYS

- How does it feel to be a person with a disability?
 - a) Person using a wheelchair
 - b) Person with crutches
 - c) Person who has visual impairments
 - d) Person with autism spectrum disorder (sensory processing problem)

Disability Etiquette

General Guidelines

“It is not uncommon for people to be uncomfortable around individuals with disabilities because they are unsure of what to do, what is correct, and what will offend. The best strategy is to be sensitive and flexible... use common sense, be polite, be considerate, offer assistance, communicate, and don't hesitate to ask questions”.

But don't ask about the disability itself.

Terminology

- Put the person first, not the disability
- Avoid outdated terms like “handicapped” or “crippled” and jargony euphemistic terms like “physically challenged” and “differently abled”
- Say “wheelchair user” not “confined to a wheelchair”
- Avoid negative disempowering words like “victim” or “sufferer” For example, say “person with AIDS” not “AIDS victim”

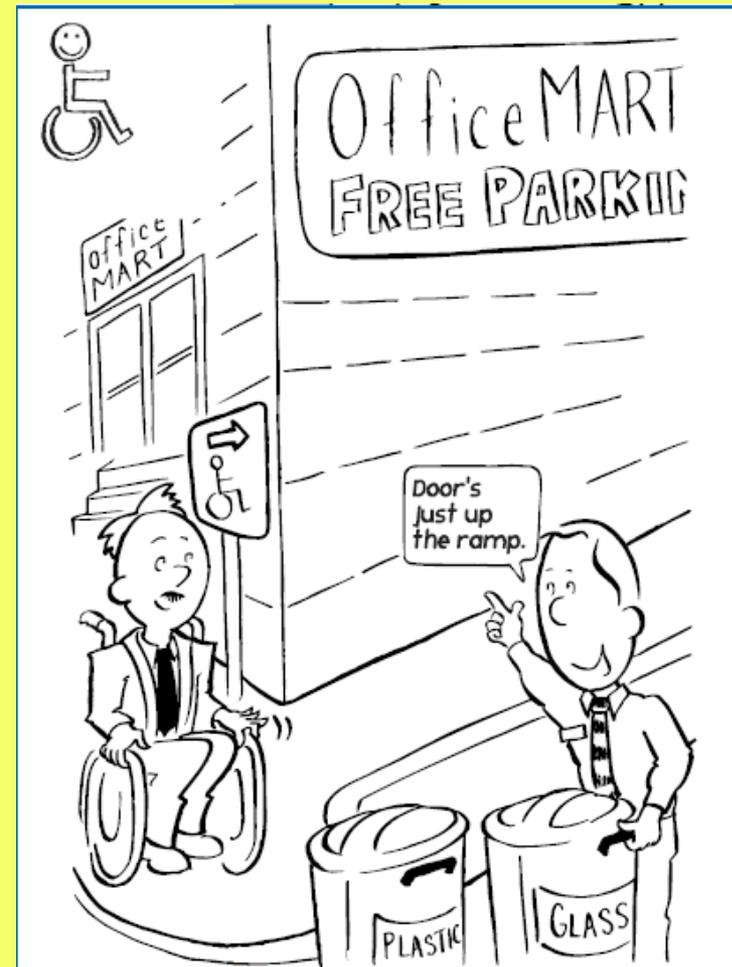
Mobility Impairments



Talk directly to the person sitting in the wheelchair, not to their caregiver.

Put yourself on their level or stand back so they don't have to strain their necks to see you.

Source all cartoons: United Spinal Association



Don't block ramps, curb cuts or the lined areas next to "handicapped" parking spaces. Have signs showing the most accessible path around the building.



Don't ask a person in a wheelchair to hold stuff in their lap for you. Don't lean on the chair or touch or move it without asking first. Her chair is part of her personal space.

Visual Impairments

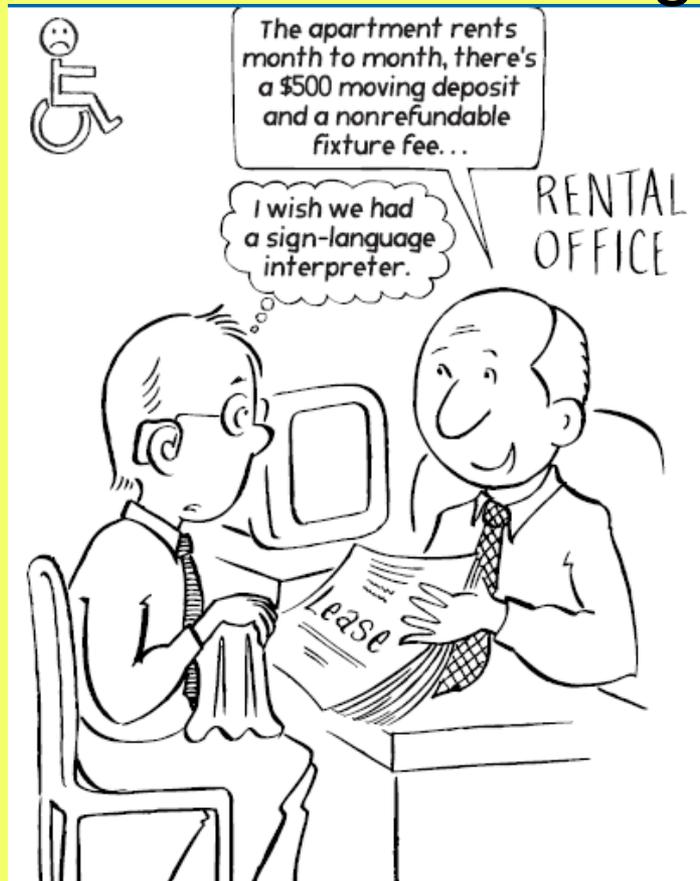


Never grab a blind person's arm, or strand him in the middle of a room. Ask if he needs an escort and offer your arm. Guide him to a landmark like a table or a wall if you must leave him. Don't shout at him. Verbally identify yourself and anyone else who is with you.



Give explicit nonvisual directions and guidance to a person who is blind. Describe food on a plate as if on a clock face. Don't pet a guide dog --he is working. Keep walkways clear.

Hearing Impairments

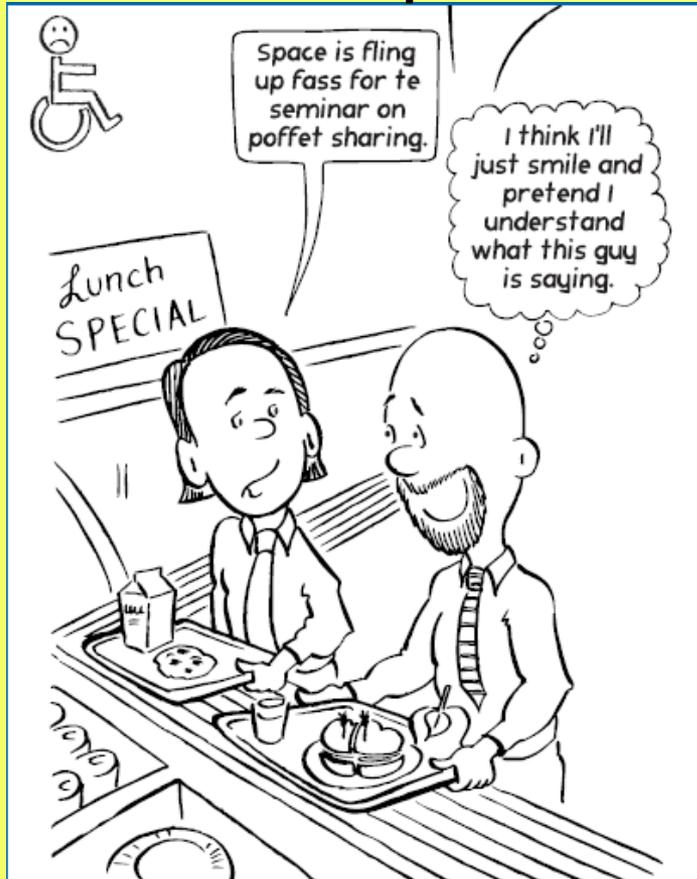


If requested in advance of a program, provide a sign language interpreter for a person who is a native signer. When conversing, look at the person who is deaf, not the interpreter. If asked, show movies with closed captioning. Be aware that people with hearing impairments have a variety of communication preferences.



Be careful not to block your face when speaking to a lip-reader. Also be sure you are not back-lit. Get the person's attention before you speak –acceptable ways to do this are to extend your arm and wave your hand, tap the person on the shoulder or flick the lights.

Speech Impediments



Don't pretend to understand a person with a speech impediment (or an artificial larynx or a heavy accent) if you don't. Ask them to repeat the information. If this doesn't work, it is ok to ask the person to write it down or suggest another way to communicate.

Autism Spectrum Disorders (ASD)

- Don't insist on eye contact or "manners"
- Give single step directions
- Avoid figurative (idiomatic) language
- Say what you are planning to do before you do it
- Be flexible -- allow some obsession, touching or other behaviors, but set boundaries
- Maintain routines
- Be aware of disturbing stimuli (like ambient noise or bad lighting)

The ADA and Accommodations

The ADA became federal law in 1990. It was amended in 2009.

It is illegal to discriminate against people with disabilities in employment, government entities or public accommodations.

Public libraries are considered public accommodations (some are also government entities) -- by law they must make reasonable accommodations to ensure that the facilities and services do not discriminate against people with disabilities. This includes subtle discrimination like requiring a driver's license for identification.

Low Tech Accommodations

Offer personal service if book returns, etc. are not accessible (don't block book returns)

Make small private room available for people with disabilities to use their own equipment or for a person with ASD to avoid stimuli

Have magnifiers available for library users with low vision

Know the accessible routes around the building

Have paper and pen available so you can easily communicate in writing

Some More Low Tech

Allow parent or caregiver to stay with a person with a disability on the computer, in a program, etc.

Allow people whose behavioral disabilities make it difficult for them to wait patiently to move up in line

Have seating handy for people who cannot stand in line

Have pencil grips, easy-to-use scissors and other inexpensive adaptive supplies on hand

Be flexible; i.e. don't insist on absolute quiet if the person cannot help making some noise

High Tech

This includes the complex world of adaptive technology. NEAT marketplace is a great source in Connecticut for information and products.

Know what is available at your library and where it is.

Publicity and Information

- For readability use sans serif fonts, at least 14 point
- Use dark text on light backgrounds. Black on yellow is the easiest to read
- Avoid glossy paper
- Avoid a lot of italics, underlining or capitals
- Keep it simple --white space, bullet points

Publicity and Information Two

- Make sure that all information posted on your website is accessible
- Have materials available in alternative formats (like large print, e-books or audio)
- In bibliographies, list which resources are available in alternative formats (like large print, e-books or audio)

The Goal -- Universal Design

- The concept originated with architecture
- Design things in such a way that they are flexible and accessible to people with a variety of needs and abilities, so accommodation is not needed.
- Best example of universal design?
 - The curb cut

Connecticut Resources

- ADA Coalition of Connecticut www.adacc.net
- ASRC (Autism Spectrum Resource Center) <http://www.ct-asrc.org/>
- Birth to Three <http://www.birth23.org/>
- CACLD (CT Association for Adults and Children With Learning Disabilities) <http://www.caclid.org/>
- CPAC (Connecticut Parents Advocacy Center) <http://www.cpacinc.org/>
- Disability Resource Center of Fairfield County www.drcfc.org
- NEAT (New England Assistive Technology Marketplace) <http://www.neatmarketplace.org/ResProdLinks.htm>
- SERC (Special Education Resource Center) <http://ctserc.org/s/>

CT Government Resources

- **DDS (Dept of Developmental Services)**
<http://www.ct.gov/dds/site/default.asp>
- **DMHAS (Dept of Mental Health & Addiction Services)**
<http://www.ct.gov/DMHAS/site/default.asp>
- **Library for the Blind and Physically Handicapped** <http://www.cslib.org/lbph.htm>
- **Office of Protection and Advocacy**
<http://www.ct.gov/opapd/site/default.asp>

Library Resources

- CLA-ADA Committee
<http://www.ctlibraryassociation.org/adares.htm>
- ALA -ALSC Library Services to Special Population Children and Their Caregivers
Barbara Klipper, chair bklipper@fergusonlibrary.org
- ALA -ASCLA Library Services to Special Populations (LSSPS)
www.ala.org/ala/mgrps/divs/ascla/asclaourassoc/asclasections/lssps/lssps.cfm
- ALA- Office of Literacy and Outreach (OLOS)
www.ala.org/ala/aboutala/offices/olos/index.cfm