

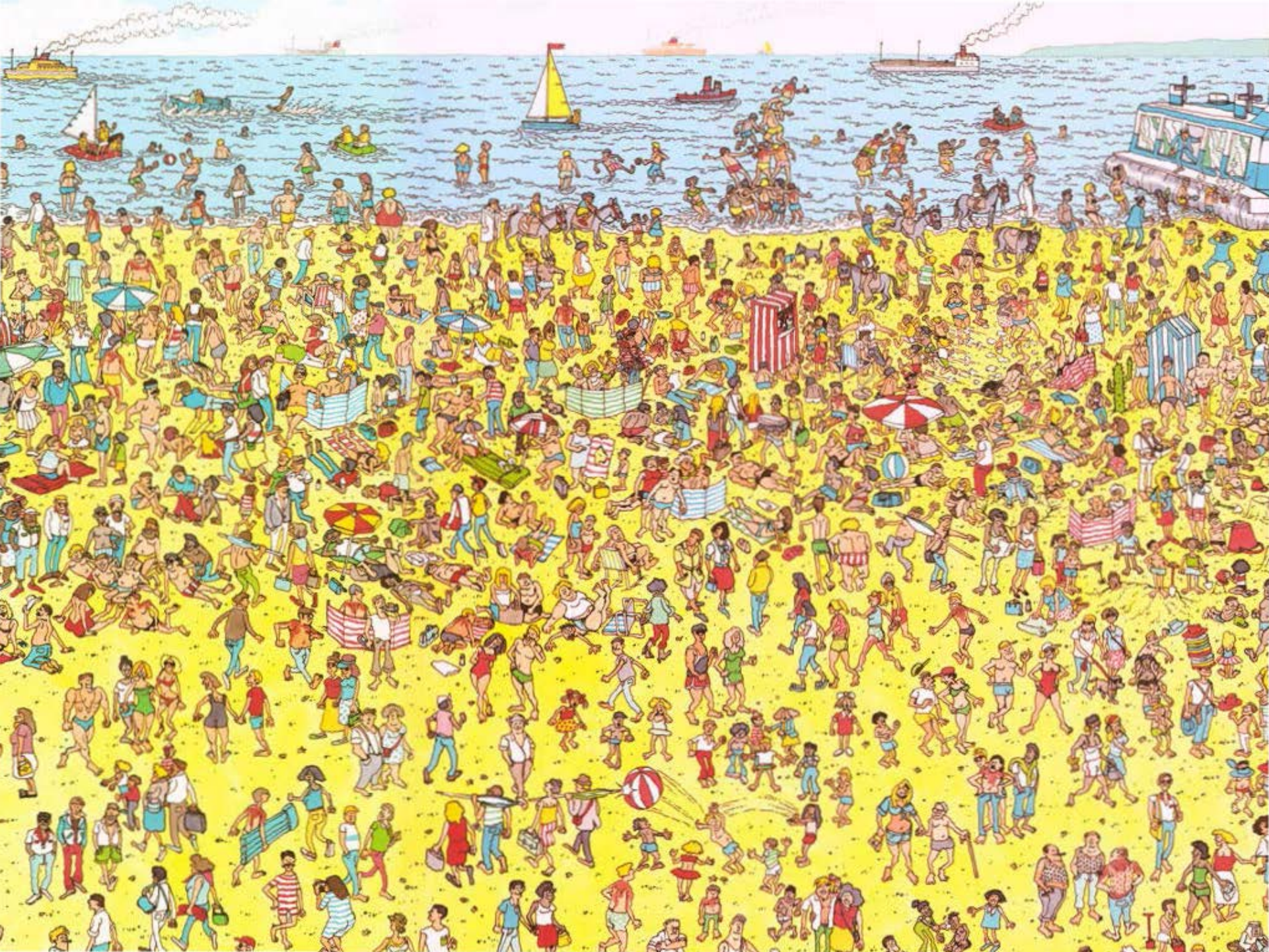
Disability Awareness Training



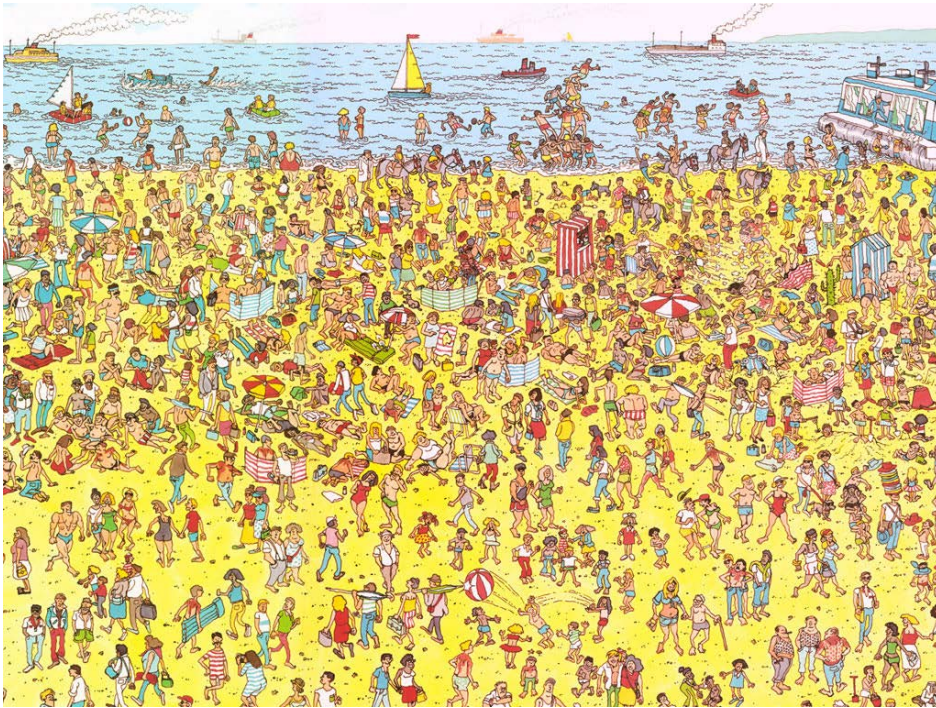
Objectives

- Become familiar with different types of disabilities as defined by the ADA, including hidden disabilities
- Be aware and sensitive to people with disabilities to avoid stereotyping
- Be familiar with language and etiquette that stimulates meaningful interactions and connections with our customers

Video from DC Office on Disability Rights



Where is Waldo?



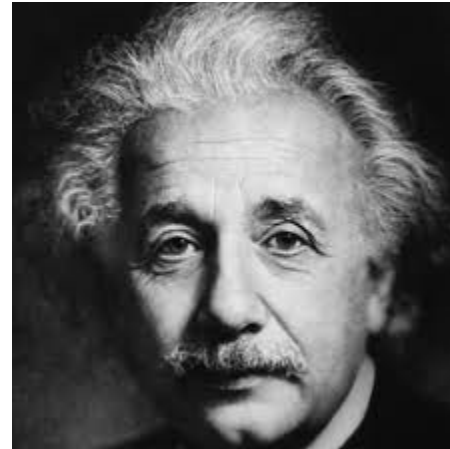
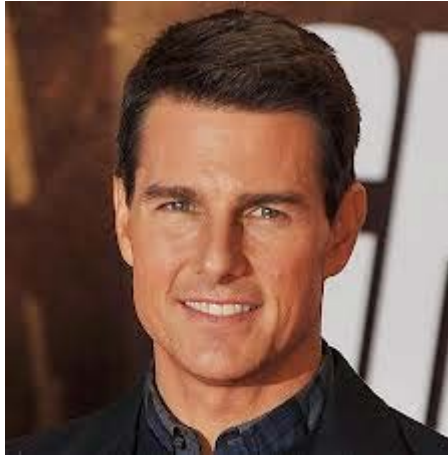
Disability?



Disability?



Disability?



Disability?



Disability?



Disability?



Disability is Common

- One in five Americans have some type of disability or functional limitation
- Does not include individuals who do not identify themselves as a person with a disability such as:
 - Aging populations who have difficulty accepting their increasing functional limitations
 - Persons of different ethnicities & cultures who are concerned about stereotypes and discrimination associated with disability



Disability is Common

- Nearly everyone is likely to experience some form of disability due to illness, pregnancy, accident, or aging.
- Longer Life Expectancy
 - Ages 65-69 = 45% have a disability
 - Ages 70-74 = 55.3% have a disability
 - Age 75+ = 72% have a disability
- Disabilities: Developmental, Physical, Sensory, Mental, Chronic Illness (hidden disabilities)
- Limitations: Walking, seeing, speaking, breathing, understanding, strength, endurance, coordination and manipulation



Functional Limitations

- Limitations may be physical, cognitive, mental, sensory, emotional, developmental or some combination of these.
- Limitations may be present at birth, or occur as a result of a life changing event.
- Functional limitations occur when a person has difficulty completing a variety of basic or complex activities that are associated with a health problem. For example, vision loss, hearing loss, and inability to move ones legs are functional limitations.



Hidden Disabilities

- Cannot be directly identified through observation
- May require an accommodation
- Examples:
 - Learning
 - Vision or hearing loss
 - Issues relating to emotional trauma
 - Psychiatric conditions
 - Allergies or chemical sensitivity



Diversity

- It is important to realize there is no “one size fits all” ... or no “the disabled”. Two people with the same disability may have significantly different needs that can be based on their:

- Abilities
- History
- Resources
- Personalities
- Attitudes



Diversity

- Disability affects every race, culture, language, sexual orientation, income and gender
- There is no “the disabled”. The type of disability is as diverse as our population

Disability is just one aspect of the diversity of being human!



Potato Po-ta-to

- You read with your eyes, I read with my fingers
- You speak with your mouth, I speak with my hands
- You get around with your feet, I get around with my chair
- You say Hello, I say hola
- You live independently, I live independently



What Can I Do?

- Identify Barriers

- Physical, Attitudinal, Cultural, Communication

- Provide Accommodations

- Interpreters, alternate materials, time, resources

- Strive to understand

- Roll in their chair



What Can I Do?

- Listen to what is said and not said
- Don't assume good or bad
- Treat everyone equal not special
- Ask Questions

“People don't care how much you know until they know how much you care”



If I could tell them one thing...

- I don't want help, I need it
- I can't get out of bed
- Accidents are unpredictable
- Take me back to my little room
- It is a clean sheet to lay on
- Personal care is *personal care*



Language and Etiquette

-General Etiquette-

- People with disabilities prefer that you focus on their abilities, not their disabilities
- The word “person” should always be stressed first rather than their disability
- The term handicapped should be avoided
- The preferred usage is people with disabilities or persons with disabilities



Language and Etiquette

-General Etiquette-

- The term 'disabled people' is acceptable, but this term still defines people as disabled first and people second
- Language is powerful, but attitudes and behaviors are the most difficult barriers for people with disabilities to overcome



Language and Etiquette

- **Be Yourself** - Treat people with disabilities with the same respect and consideration that you have for everyone else
- **Helping** - Do not automatically give assistance. Ask first if the person wants help
- **Communication** – Talk directly to the person. Repeat or rephrase if necessary



Language and Etiquette

- **Environments** - Be sensitive about the setting, noise level, eye level, etc.
- **Socializing** – Don't leave people out of the conversation
- **Touching** - Touch when appropriate, shake hands if shaking hands with others



Language and Etiquette

- **Mobility Disabilities** – “Wheelchair users” use wheelchair for mobility – it is a mobility device, not a part of their body
- **Speech Disabilities** - Listen patiently and carefully
- **Visual Disabilities** - Be descriptive



Language and Etiquette

- **Deaf and Hard of Hearing** – Speak directly to the person, not the interpreter. Speak at a normal tone and pace, use all means of communication, sign, speech, writing
- **Learning Disabilities** - Assume competence but accommodate if needed



Language and Etiquette

- **Persons With Hidden Disabilities –**
Not all disabilities are apparent. A person may have trouble following a conversation, may not respond when you call or wave, or may say or do something that seems inappropriate. The person may have a hidden disability such as poor vision, a seizure disorder, a hearing loss, a learning disability, a brain injury, a mental disability, or a health condition. Don't make assumptions about the person or the disability. Be open-minded.



Questions or comments?

