



Disability 102: Exploring Today's Inclusive Work Setting

Tools for Life
AMAC Lunch & Learn Series
August 19, 2016
12:00 PM to 2:00 PM
www.gatfl.gatech.edu

Ask It Basket!



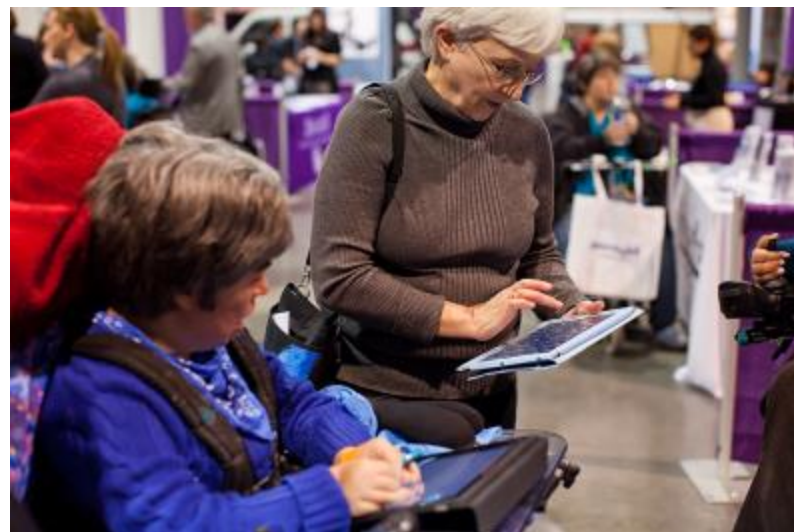
What are your questions?
Here is your opportunity!



Tools for Life



We're here to help Georgians with disabilities gain access to and acquisition of assistive technology devices and assistive technology services so they can live, learn, work, and play independently in the communities of their choice.



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Find or Donate Your Gently Used AT & DME



Welcome to Tools for Life

Tools for Life, Georgia's Assistive Technology Act Program, is dedicated to increasing access to and acquisition of assistive technology (AT) devices and services for Georgians of all ages and disabilities so they can live, learn, work and play independently and with greater freedom in communities of their choice.

2015 IDEAS CONFERENCE

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TOOLS FOR LIFE APPFINDER



...for Living, Learning, Working, and Playing.

AT ONLINE EXCHANGE



Georgia's Assistive
Technology Act Program

Tools for Life Network



The Middle Georgia Center for Independent Living, Inc.



Why Assistive Technology?

For a person without a disability, technology makes things easier.

For a person with a disability, technology makes things possible.



Goals for Disability 102



- We will explore common etiquette scenarios and tips for becoming disability-friendly in today's inclusive work and community settings.
 - Let's dive into disability culture and review:
 - Guiding Principles
 - disability culture
 - Attitudinal barriers
 - Power of/People First Language
 - Moving beyond Tolerance
 - A Closer Look at Assistive Technology
 - Ask-it Basket



Who are We Serving



- Over 54,000,000 individuals in the United States have disabilities that affect their ability to:
 - see
 - hear
 - communicate
 - reason
 - walk
 - perform other basic life functions



Guiding Principle and Public Law



- disability is a natural part of the human experience and in no way diminishes the right of individuals to:
 - (A) live independently;
 - (B) enjoy self-determination and make choices;
 - (C) benefit from an education;
 - (D) pursue meaningful careers; and
 - (E) enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of society in the United States.

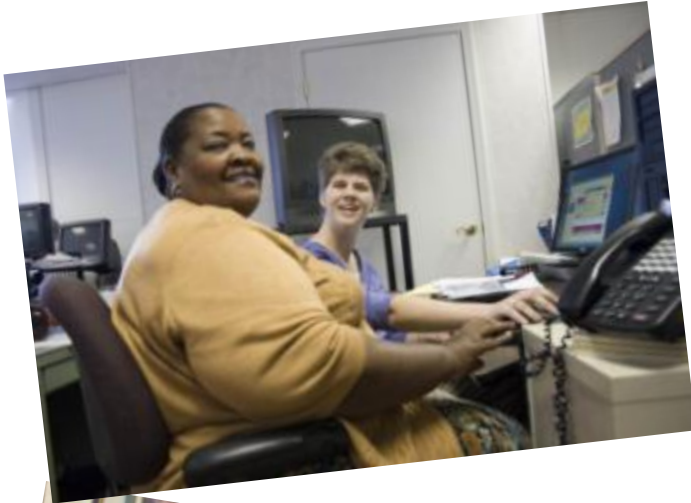
Public Law 108-364



More Facts to Think About



- People with disabilities are the largest minority group in America.
- This group cuts across racial, ethnic, religious, gender and age boundaries.
- Anyone can become a member of this minority group at any time.



Guiding Principles



- We, collectively, are brilliant and can find innovative paths and create brighter futures.
- We must think, live, and act from a place of abundance. We do have enough time, money and resources.
- We must focus on abilities.



More Guiding Principles



- Just by working here – people see you as a leader.
- The work we do is transformational.
- Our success is interconnected.
- Success breeds success.
- You have the power to make the difference – lean into it.

Carolyn - Why Am I Here Today?



- Master Our Skills!
- Expand Our Knowledge and
- Build Stronger Schools to Create an amazing, Inclusive and United Community!



Liz - Why Am I Here Today?



Consider this



- Our Success relied on
 - Support & Understanding
 - Communication about My disabilities
 - Understanding My disability
 - Language is Powerful
 - Talking with housemates, partners, professors and employers about my specific disabilities.
 - And Listening
 - Understanding My Weaknesses
 - Understanding My Strengths



Two

Numbers and Letters, Stand Still!

Up and Over

Up and Over
And in-between,
The Letters,
Words,
Paragraphs
Wash Over Me,
Like a thunderstorm
In Georgia on a summer afternoon Fall
of Sound
and
Fury
I am drenched
and overwhelmed
I search the puddles
(now muddy)
I sift and sort
and wash clean the concepts
I then send these thoughts
to You.
I struggle to be understood
by you
Do you understand?
I am now Clear as Mud.

—Carolyn Phillips

disability
is often a
consequence of the
environment

Values Continuum #1



- Equal opportunity means that everyone should be treated the same.

Values Continuum #2



- Students with disabilities are more likely to drop out of courses than other students, even when given support.



What is disability Culture?



- Disability culture embodies a broad definition.
- The words, "disability," and "culture" are each value-laden, and have different connotations.
- We all identify with more than one culture.

One Definition



What is Disability Culture?

- **“People with disabilities have forged a group identity. We share a common history of oppression and a common bond of resilience.** We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability. Most importantly, we are proud of ourselves as people with disabilities. We claim our disabilities with pride as part of our identity. We are who we are: we are people with disabilities.”

Steven E. Brown, Ph.D., Co-Founder, Institute on disability Culture, Published in a 1996 issue of MAINSTREAM Magazine



Defining Medical Model



- Under the medical model, impairments or differences should be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness.
- People with disabilities are to be adapted to fit into the world as it is.



Medical Model of disability



- The emphasis is on dependence.
- Focus is on the impairment, rather than the needs of the person.
- Often, institution is the norm where basic needs can be met.

Defining Social Model



- Disability is caused by the way society is organized, rather than by a person's impairment or difference.
- Views that the position of disabled people and the discrimination against us are socially created and has little to do with our impairments.
- Restructuring society



Social Model of Disability



- Explores ways of removing barriers that restrict life choices for disabled people.
- When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

Social Model: Solutions



- Traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living.
- Encourages people with disabilities to redefine what "disability" means to them.
- Perpetuates confidence and self-esteem.



Common Ways People with Disabilities are viewed and treated:



- Unfortunately, and inaccurately, people with disabilities are often viewed as:
 - victims, or objects of pity
 - horrible or grotesque
 - burdens, either on society or on their families and carers
 - evil, or some threat to the comfort and safety of others
 - unable, or assumed to be unable, to do things
 - having multiple disabilities (such as assuming that a person who uses a wheelchair also has an intellectual disability)
 - childlike
 - "special"
- Such misconceptions are based on insufficient or inaccurate information about people with disabilities and can perpetuate inappropriate interactions.



Understanding Attitudinal Barriers



- People with disabilities face many barriers every day—from physical obstacles in buildings to systemic barriers in employment and civic programs.
- Often, the most difficult barriers to overcome are attitudes other people carry regarding people with disabilities.
- Whether born from ignorance, fear, misunderstanding or hate, these attitudes keep people from appreciating—and experiencing—the full potential a person with a disability can achieve.



Types of Attitudinal Barriers



- **Inferiority** - Because a person may be impaired in one of life's major functions, some people believe that individual is a "second-class citizen." However, most people with disabilities have skills that make the impairment moot in the workplace.
- **Pity** - People feel sorry for the person with a disability, which tends to lead to patronizing attitudes. People with disabilities generally don't want pity and charity, just equal opportunity to earn their own way and live independently.
- **Hero worship** - People consider someone with a disability who lives independently or pursues a profession to be brave or "special" for overcoming a disability. But most people with disabilities do not want accolades for performing day-to-day tasks. The disability is there; the individual has simply learned to adapt by using his or her skills and knowledge, just as everybody adapts to being tall, short, strong, fast, easy-going, bald, blonde, etc.

More Types of Attitudinal Barriers



- **Ignorance** - People with disabilities are often dismissed as incapable of accomplishing a task without the opportunity to display their skills. In fact, people with quadriplegia can drive cars and have children. People who are blind can tell time on a watch and visit museums. People who are deaf can play baseball and enjoy music. People with developmental disabilities can be creative and maintain strong work ethics.
- **The Spread Effect** - People assume that an individual's disability negatively affects other senses, abilities or personality traits, or that the total person is impaired. For example, many people shout at people who are blind or don't expect people using wheelchairs to have the intelligence to speak for themselves. Focusing on the person's abilities rather than his or her disability counters this type of prejudice.

Even More Types of Attitudinal Barriers



- **Stereotypes** - The other side of the spread effect is the positive and negative generalizations people form about disabilities. For example, many believe that all people who are blind are great musicians or have a keener sense of smell and hearing, that all people who use wheelchairs are docile or compete in Paralympics, that all people with developmental disabilities are innocent and sweet-natured, that all people with disabilities are sad and bitter. Aside from diminishing the individual and his or her abilities, such prejudice can set too high or too low a standard for individuals who are merely human.
- **Backlash** - Many people believe individuals with disabilities are given unfair advantages, such as easier work requirements. Employers need to hold people with disabilities to the same job standards as co-workers, though the means of accomplishing the tasks may differ from person to person. The Americans with Disabilities Act (ADA) does not require special privileges for people with disabilities, just equal opportunities.





Partner with us to reach over 220 countries and territories.



Lupus and Diet: From Wheelchair-Bound to Mrs. New York USA

One woman shares her story during Lupus Awareness Month.



One woman's journey to leaving her wheelchair behind.



Georgia's Assistive Technology Act Program

Types of Attitudinal Barriers cont'd



- **Denial** - Many disabilities are "hidden," such as learning disabilities, psychiatric disabilities, epilepsy, cancer, arthritis and heart conditions. People tend to believe these are not bona fide disabilities needing accommodation. The ADA defines "disability" as an impairment that "substantially limits one or more of the major life activities." Accommodating "hidden" disabilities which meet the above definition can keep valued employees on the job and open doors for new employees.
- **Fear** - Many people are afraid that they will "do or say the wrong thing" around someone with a disability. They therefore avert their own discomfort by avoiding the individual with a disability. As with meeting a person from a different culture, frequent encounters can raise the comfort level.



The Power of Language



- **Language is continually evolving**, and that includes language related to people with disabilities.
- Staying current is important, not to show that you are "politically correct" but to communicate effectively and with respect.

Putting It into Perspective



“The difference between the right word and the almost right word is the difference between lightning and the lightning bug.”

Mark Twain



What is Value-Laden Language?



- What you say and write may enhance the dignity of people with disabilities or inadvertently reflect stereotypes and negative attitudes.
- Some words and phrases don't recognize the broad range of capabilities of people with disabilities.
- People with disabilities don't need or want to be pitied, nor should they be deemed "courageous" or "special" as they accomplish daily activities or work.



That's so...

childish
absurd
pointless
uncool
irrational
careless
irresponsible
senseless
unnecessary
illogical
trivial
fruitless
ill-considered
dull

...and
you choose

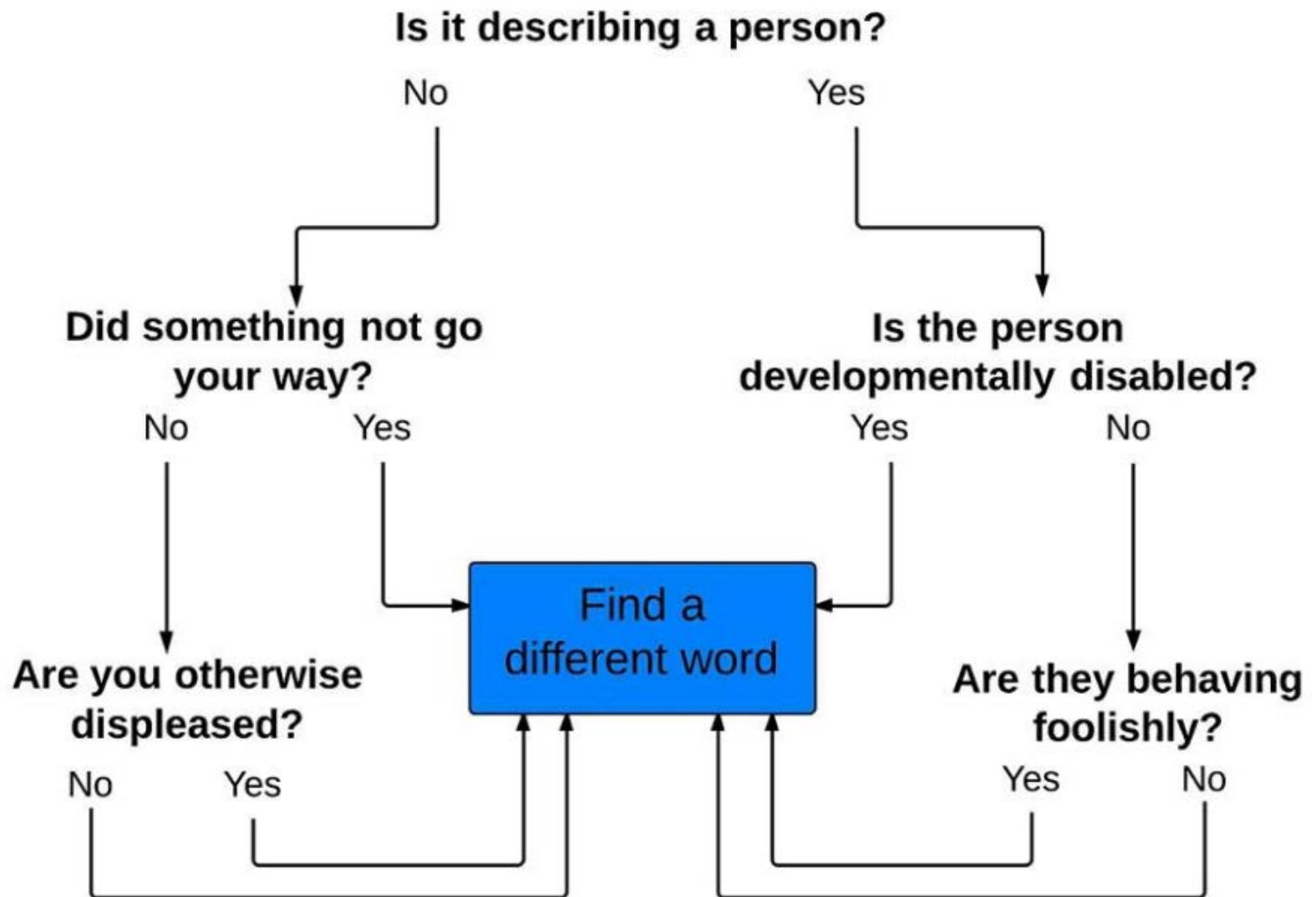
retarded?

Buy a dictionary.

Alison Rowan

www.alisonrowan.com

When is it okay to use the word retarded?



Value-Laden Language



Promotes

- Distance
- Stereotypes
- Pigeon-holes

Reduces sense of:

- Self-worth
- Power
- Self-direction



Value-Laden Language: Promotes Distance



- Abnormal
- Afflicted
- Burdened
- Defect
- Deformity
- Mute (Deaf and Mute)
- Palsied
- Spastic
- Stricken with
- Sufferer
- Victim
- Invalid



Consider



What does the word
"handicapped" mean?



Understand



- "Handicapped" is an archaic term (it's no longer used in any federal legislation) that evokes negative images of pity, fear, and more.
- A legendary origin of the "H-word" refers to a person with a disability begging with his "cap in his hand."

Value-Laden Language: Example #1



- **disability-Negative**

- the disabled, the blind, the deaf
- crippled, suffers from, afflicted with, stricken with, victim of, invalid
- impaired, impairment
- normal person, healthy, whole, wheelchair bound

- **disability-Neutral**

- people with disabilities, the disability community ("disabled" is an adjective, so must be accompanied by a noun.), the blind community, the Deaf community
- has a disability, is a person with a disability, happens to be physically disabled, walks with a cane, uses leg braces
- has a disability
- non-disabled, person without disabilities, uses a wheelchair



Value-Laden Language : Example #2



- **disability-Negative**

- The disabled
- The handicapped
- Disabled parking
- Handicapped entrance
- Confined to a wheelchair
- Wheelchair bound

- **disability-Neutral**

- People with disAbilities
- Accessible parking
- Accessible entrance
- Person who uses a wheelchair
- Wheelchair user

Value-Laden Language : Example #3



- **disability-Negative**

- hearing impaired, hearing impairment
- visually impaired, visual impairment
- dumb, mute
- stutterer, tongue-tied
- CP victim, spastic
- epileptic
- fit, attack

- **disability-Neutral**

- deaf, hard of hearing, deaf-blind
- low vision, blind
- person who has a speech or communication disability
- person with cerebral palsy
- person with epilepsy, person with seizure disorder
- seizure, epileptic episode



Value-Laden Language : Example #4



- **disability-Negative**

- crazy, lunatic, insane, nuts, deranged, psycho
- retard, mentally defective, moron, idiot, imbecile, Down's person, mongoloid
- slow learner, retarded
- dwarf, midget

- **disability-Neutral**

- people with mental health issues, mental illness, mental disability, psychiatric disability
- Has a developmental disability, person with Down syndrome
- has a learning disability, person with specific learning disability
- person of small stature, short stature; little person



Value-Laden Language : Example #5



- **disability-Negative**

- paraplegic, quadriplegic
- birth defect
- post-polio, suffered from polio
- homebound

- **disability-Neutral**

- man with paraplegia, woman who is paralyzed, person with spinal cord injury
- congenital disability, person with a disability from birth
- person who had polio
- stay-at-home, hard for the person to get out



**“The greatest discovery of my
generation is that
human beings
can alter their lives
by altering their
attitudes of mind.”**

William James

Making the Connection



A change in Language and Attitude can change everything!



What is “Learned Helplessness”?



- **“Learned helplessness”** is a psychological condition in which a person has learned to believe that she/he is helpless in a particular situation. He/she has come to believe that they have no control over their situation and that whatever they do is futile.
- As a result, the person will stay passive in the face of an unpleasant, harmful or damaging situation, even when they do actually have the power to change their circumstances.
- Wikipedia



Moving Beyond Tolerance to the Appreciation of Differences

Moving Beyond Tolerance



- Tolerance of differences is an important first step but we need to go beyond it to a stage where divergences are appreciated and valued.

Intolerance



- **Intolerance** - organizations comply, at best, with legal requirements.
- Diversity may be addressed at a surface level, but the organization is not committed to the idea that diversity has advantages.
- The organization's routines and practices continue much as they always have.



Tolerance



- Tolerance stage - diverse members of the organization are actively sought and included in the daily practices and routines of the organization, but the skills and talents of these members may not be fully utilized.
- Typically, in a tolerant organization, leadership may embark on diversity initiatives for at least two reasons. First, the leadership may believe that a diverse workforce positively affects the bottom line; or second that potential negative social or moral ramifications exist to justify a diversity initiative.



Appreciation



- **Appreciation stage** - organizations surpass acceptance and actively embrace-diversity.
- Organizations are fully committed and are reflexive in the inclusion of diverse members in routines, practices, utilization, and participation levels.
- This results from a true valuing of diversity among members rather than real or perceived regulatory pressures.



Are You Up to the Challenge?



Challenge One: Changed Power Dynamics

“The Boss Is Going to Change!”

- With the infusion of new, diverse individuals who may not fit the traditional organizational mold, traditional constituents may feel an erosion of power.
- As power is redistributed, doubts may emerge within the traditional constituencies about how they will fit into the new organization.



Are You Up to the Challenge of Diversity?



Challenge Two: Diversity of Opinions

- As the face of an organization's workforce changes, the number and range of perspectives increase exponentially and leaders must synthesize a diversity of opinions from individuals' unique values, cultural grounding, and the resulting accepted behaviors.
- Two people can view the same event with very different interpretations and formulate opinions on the basis of those perceptions and interpretations.
- See the Strength in Your Diversity!



Perceived Lack of Empathy



Challenge Three: Perceived Lack of Empathy

- The challenge of integrating diverse viewpoints and opinions is integrally linked with the third challenge - overcoming a perceived lack of empathy.
- The ability to establish an emotional identification with followers from a variety of cultures is an attribute that distinguishes leaders like Martin Luther King. Jr., Mother Theresa, John F. Kennedy, and Mahatma Ghandi. who recognized the needs of their followers and incorporated those needs into their convictions.



Tokenism



Challenge Four: Tokenism - Real and Perceived

- A traditional barrier faced in the early stages of a more diverse workforce is that of real or perceived tokenism.
- Real tokenism occurs when an employee is hired over other clearly more qualified candidates in an effort to address stakeholder concerns or simply to fulfill numbers.
- Quota systems which often communicate tokenism are rarely in the best interests of an organization. (Japan)



Participation



Challenge Five: Participation

- In a diverse workforce setting, employee participation in critical organizational processes is necessary to enable the organization to capitalize on new, different, and creative ways of thinking.
- Such participation can ease the tension resulting from the issue of power sharing and changed power dynamics; the expression and gathering of different perspectives and opinions; the building of perceptions of empathy; and the reduction of real or perceived tokenism.



Eight Stages of Response



- **Towards Understanding, Acceptance, Appreciation, and Celebration**
- There are Eight Stages of Response

Move Towards Understanding



1. **Actively Participating in Oppression.** This stage of response includes actions that directly support oppression. These actions include using offensive language, laughing at or telling jokes that put people with disabilities down.
2. **Denying or Ignoring.** This stage of response includes inaction that supports oppression coupled with an unwillingness or inability to understand the passive acceptance of these actions by others serves to support the system of oppression.



Move Towards Acceptance



3. Recognizing, but no Action.

- This stage of response is characterized by a recognition of oppressive actions, and the harmful effects of these actions.
- However, this recognition does not result in action to interrupt the situation.

Move Towards Education



- **4. Educating Self.** This stage of response includes taking action to learn more about disAbilities and disability rights.
- These actions can include reading books, attending workshops (like this One!), talking to others, joining organizations, listening to disability related music, or any other actions that can increase awareness and knowledge.
- This stage is also a prerequisite for the last three stages. All three involve interactions with people with disAbilities. In order to do this confidently and comfortably, people need to first learn more.



Move Towards Recognizing



5. Recognizing and Interrupting.

- This stage of response includes not only recognizing disability-related oppression actions, but also taking action to stop them.
- Though the response goes no further than stopping, this stage is often an important transition from passively accepting oppressive actions to actively choosing “acceptance” actions.



Move Towards Interruption'



6. Interrupt and Educate.

- This stage of response is an attempt to begin educating others about disability-related oppression. This stage goes beyond interrupting Oppressive interactions to engage people in dialogue about these issues.
- Through the use of questions and dialogue, this response attempts to help others increase their awareness or/and knowledge about people with disAbilities and disability rights.

Move Towards Celebration



7. Supporting and Encouraging.

- This stage of response includes actions that support, encourage, appreciate and celebrate people with disabilities.

8. Initiating and Preventing.

- This stage of response includes actions that actively anticipate and identify disability-related institutional practices or individual actions and work to change them.



General Communication Tips



- Don't be afraid to make a mistake.
- Always BE RESPECTFUL.
- Don't make assumptions about what a person can or cannot do. Ask before giving assistance. If you offer help and the person says "no," don't insist. If the answer is "yes," ask how you can best help, and follow directions.
- If someone with a disability is accompanied by another individual, address the person with a disability directly rather than speaking through the other person.
- Treat adults as adults.
- Expect diversity of preferences and opinions.



Communication Tips: Physical Disabilities



- Do not make assumptions about what a person can and cannot do.
- Respect the individual's personal space: personal space includes a person's wheelchair, crutches, or other mobility aid. Never move someone's crutches, walker, cane, or other mobility aid without permission
- Do not push a person's wheelchair or grab the arm of someone walking with difficulty without first asking if you can help.
- When speaking for more than a few minutes to a person using a wheelchair, try to find a seat for yourself so that the two of you are at eye level.



Communication Tips: Deaf/Hard of Hearing



- Ask the person how he or she prefers to communicate.
- Before you start to speak, make sure you have the person's attention. A wave, a light touch on the shoulder, or other visual or tactile signals are appropriate ways to get their attention.
- Speak in a clear, expressive manner. Do not over enunciate or exaggerate words.
- Unless asked, do not raise your voice. Speak in a normal tone.
- Talk directly to the person who is Deaf or hard of hearing, not to the interpreter.
- If you are speaking through an interpreter, remember that the interpreter may lag a few words behind. Pause occasionally.



Communication Tips: Cognitive Disabilities



- Treat adults with cognitive disabilities as adults.
- When speaking to someone who has a cognitive disability, try to be alert to his or her responses so that you can adjust your method of communication if necessary.
- For example, some people may benefit from simple, direct sentences or from supplementary visual forms of communication, such gestures, diagrams, or demonstrations.
- Use language that is concrete rather than abstract.
- People with brain injuries may have short-term memory deficits and may repeat themselves or require information to be repeated.



Communication Tips: AAC Specific



- Acknowledge values and multiple modes of communication
- Attend to person and not to AAC system of another task
- Ask/determine the individual's preferences in communication interactions.

For example: Some people may prefer that you read along as they type or read the completed message. Depending on the device it can be more convenient, especially in crowds and noisy settings.

Communication Rights



- Be spoken to with respect and courtesy
- Be spoken to directly and not be spoken for or talked about in the third person while present
- Have clear, meaningful and culturally and linguistically appropriate communications

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities.

(1992). Guidelines for meeting the communication needs of persons with severe disabilities. *Asha*, 34(Suppl.

7), 2–3

<https://aaclanguagelab.com/files/communicationbillofrights.pdf>

Myth



- It's inappropriate to touch a person's arm lightly to let them know you're speaking to them.

Communication Tips: Blind, Low Vision



- **It is appropriate to touch the person's arm lightly when you speak so that he or she knows you are speaking to him or her.**
- Speak directly to the person with the visual disability, not through a companion or third party. Visually impaired people can hear and respond for themselves.
- Identify yourself when you approach a person who is blind. If a new person approaches, introduce him or her. Not everyone recognizes voices or remembers them.
- Don't shout. Most people who happen to be blind have normal hearing. Speak clearly and strongly if you know that an older blind person also has a hearing problem.
- Identify yourself when entering a room and let the blind person know when you are leaving. Don't leave a blind person talking to an empty room, or standing alone in empty space.



Communication Tips: Communication Disabilities



- If you are having trouble understanding what is being said, **ask the person to repeat** rather than pretend you understand. The former is respectful and leads to accurate communication; the latter is belittling and leads to embarrassment.
- In conversation, people may respond slowly, so give them time.
- Don't try to finish sentences or guess what the person is saying.



What do you Think?



- It's best not to shake or grasp someone's hand.



More Communication Tips



- Shake hands or hand over business cards. If the person cannot shake your hand or grasp your card, they will tell you. Do not be ashamed of your attempt, however.
- It is okay to feel nervous or uncomfortable around people with disabilities, and it's okay to admit that. It is human to feel that way at first. When you encounter these situations, **think "person" first instead of disability; you will eventually relax.**

Let's Talk!



- What was your first experience with people with disabilities?

Ask It Basket!



What are your questions?
Here is your opportunity!



Action Steps!



Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come.

Anne Lamott



TOOLS *for* LIFE

Georgia's Assistive Technology Act Program

thank
you



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**Thirsty for More?
Additional Solutions and
Information**

Get to Know Your AT Act Program

A screenshot of the RESNA Catalyst Project website. The header includes the site's name and tagline, navigation links, and a Twitter feed. The main content area is divided into sections for project information, resources, hubs, and upcoming events. The footer contains a list of links to various resources.

RESNA Catalyst Project
Providing Technical Assistance to AT Act Entities

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Sensory Guru @sensoryguru 16m
Register now! Sensory Guru Study Day Programme 2014 - [eepurl.com/38Q49](#) #StudyDay #SEN

The RESNA Catalyst Project provides aid and resources for:

- [Statewide Programs](#)
- [Financial Loan Programs](#)
- [Protection and Advocacy for Assistive Technology \(PAATs\)](#)
- [AT Entity Grantees](#)

Quick Catalyst Project Resources:

- [Quick Contacts](#) (PDF)
- [Webinars](#)
- [Highlights Monthly Newsletter](#)

Catalyst Project Hubs

- [Transition to the Community](#)
- [AT for Employment](#)

Links

- [RESNA](#)
- [AT Connects](#)
- [Pass It On Center](#)
- [Center for Assistive Technology Act Data Assistance \(CATADA\)](#)

Upcoming Events

Thu, Sep 25
[Loan Directors New Directors Series](#) (2 pm - 3 pm EST)
[New AFP Grantee Call](#) (4 pm - 5 pm EST)

Fri, Sep 26
[AT for Employment Work Group call](#) (3 pm - 4 pm EST)

Tue, Sep 30
[Deadline for obligation of RSA FY13 funds](#) (All Day)

Wed, Oct 8
[AT & Education Series Webinar Two](#) (3 pm - 4 pm EST)

<http://resnaprojects.org/>

Medical Model: Barriers



- Environmental and design barriers make it difficult to have a successful future whether it is in work, school, leisure and entertainment facilities, transport, training, higher education, housing or in personal, family and social life.
- Practices and attitudes are seen as "disabling".



Yaniv Aviran

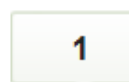
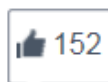
♥ Become a fan

Israeli copywriter, children's author, motivational speaker



Why I Choose to Ignore My Medical Chart

Posted: 11/11/2014 10:37 am EST | Updated: 01/11/2015 5:59 am EST



"This is your first column, what are you going to do? What will you write? How will you introduce yourself? Don't let it sound too childish or self-pitying. Be brave and spill your guts in front of everyone, just keep your privacy and that of your family and friends. Don't you dare over exaggerate with wild descriptions, but don't just write down dry facts."

Dry facts? That's just not me -- you can ask my doctors for some though. If they introduced me it would probably sound like this:

"Yaniv Aviran, male, suffers a muscular dystrophy called SMA type 2. One out of 6000 infants are born with this disorder. The main symptoms include gradual muscle weakness and loss of motor skills. Yaniv, surprisingly, is already 27-years-old and he is completely supported by his surroundings, 24/7. Due to his neuro-whatever disability he is now supported by a wheelchair, is extremely underweight and suffers from breathing deterioration. In short, he's a handicap."

I look up, get a bit startled, then I laugh a little. If I was reading this medical report of somebody else, I would be shocked. I would probably feel pity, empathy and protest



Value-Laden Language: Creates Categories



- We vs. They
- Good vs. Bad
- Strong vs. Weak
- High vs. Low (expectation)
- Sick vs. Well
- Superior vs. Inferior



Emphasize Abilities, Not Limitations



- When talking or writing about people with disabilities, show them as active participants in society.
- Of those people with disabilities between the ages of 21 and 64 in 2005, 49% were actively employed.

Home / News / Deaf and mute people protest in Lahore

MAY 4, 2015, 7:34 AM NO COMMENTS 10 VIEWS

Deaf and mute people protest in Lahore

1
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LAHORE: Deaf and mute people from across Punjab are protesting at Mall Road seeking more rights.

The protesters are demanding quote for government jobs, exemption from taxes and the right to be issued driving licenses.

Values Continuum #3



- Students with disabilities are too time consuming and their needs are too difficult to cater for in a university, institution or training environment.

Values Continuum #4



- Science, medical, technological, business and applied science courses are not suitable for students with disabilities.







People First Language



- Avoids generic labels
- Emphasizes abilities, not limitations
- Avoids euphemisms (that are condescending and avoid real issues)
- Avoids implying illness or suffering (e.g., afflicted, suffers from, victim of)



Person First Language

- Designed to stress personhood
- “person with _____” or “person who _____”
- More common approach, frequently preferred by most schools, parents, and relatively neutral organizations and groups



Using People First Language is Crucial



People First Language puts the person before the disability, and it describes who a person is not what a person has.

Identity First Language



- disability is part of a person's identity
- Modeled after how we talk about other traits of people
- Frequently preferred by people actively involved in disability culture, pride and advocacy.



Language Do's



- If a person says they prefer a certain type of language, use that when talking to or about them, regardless of your own preference
- Speak directly to the person to whom you are referring, never their parent, friend, caretaker, interpreter or other person they are with



Language Don'ts

- Using derogatory slurs and terms, even as a “joke”
- Using language which is negative or stresses pity or tragedy
- Using language which is patronizing or condescending



Individual Pledge



I pledge to respect all people. I will do this by using respectful language and refrain from disrespectful, mean, discriminatory, or unjust language or actions. I will try to form meaningful, respectful relationships with people who are different from me. I will make an effort to speak out against language, actions, and situations that I see which may discriminate against or unjustly exclude certain people. I will do my best to be a force for positive change, respect, and inclusion in my community.



Tips: Deaf/Hard of Hearing



- To facilitate speech reading: face into the light, and keep your hands and other objects away from your mouth. Face the person directly and maintain eye contact. Don't turn your back or walk around while talking. If you look away, the person might assume the conversation is over.
- While you are writing a message for someone who is Deaf or hard of hearing, don't talk, since the person cannot read your note and your lips at the same time.
- If you don't understand something, ask the person to repeat it or write it down. The goal is communication; don't pretend to understand if you did not.



Tips: Cognitive Disabilities



- People with auditory perceptual problems may need to have direction repeated and may take notes to help them remember direction or the sequence of tasks. They may benefit from watching a task demonstrated.
- People with perceptual or “sensory overload” problems may become disoriented or confused if there is too much to absorb at once. Provide information gradually and clearly. Reduce background noise if possible.
- Don’t pretend to understand if you do not. Ask the person to repeat what was said.
- In conversation, people with cognitive disabilities may respond slowly, so give them time.



Tips: Blind, Low Vision



- Face the person and speak directly to him or her. Use a normal tone of voice.
- Don't assume that help is needed. Always ask before providing assistance.
- Never push, pull, or grab a blind person. This can be frightening and it's often embarrassing
- If you are offering direction, be as specific as possible, and point out obstacles in the path of travel.
- Alert people who are blind or visually impaired to posted information.
- Never pet, talk to or otherwise distract a service dog unless the owner has given you permission.
- Don't hesitate to use words like "see" and "look."
- Don't use hand signals or gestures.



Is this True?



- People with disabilities always need help.



Fact



- Many people with disabilities are independent and capable of giving help as well as receiving it.
- AT Helps!



AT Helps!



- Assistive Technology strategies and solutions can help support individuals with a variety of disabilities in the workplace. AT helps to bridge the gap and provide solutions to problems with:
 - speaking
 - hearing
 - seeing
 - moving around
 - getting places
 - memory
 - cognition (thought processes and understanding)
 - daily living activities, such as dressing and preparing meals
 - socializing



5 Things You can Do! #1



1. Use disability Positive Language

- Lead by Example
 - Insist that others do so too
 - Change Language



5 Things You can Do! #2



2. Be the Positive Change Maker

- Actively Stop Cycles of Oppression
 - Use disability Positive Language
 - Insist that other do also
 - Confront Myths with Facts
 - Talk with your Media about the images they portray and the language they use
 - Ask employers how many folks with disAbilities they have employed – in real jobs, making real wages
 - If employers see that you Believe that people with disAbilities can work, they will too.
 - Be Contagious!



5 Things You can Do!



3. Break Barriers – Build Solutions

- What are the barriers you see?
 - Physical, Attitudinal
- Can all members of your community eat in Every restaurant, participate in every community activity, navigate your city safely, live independently, get a education and a job with opportunities for promotion?
- Money Talks – What is Yours Saying?
 - Support accessible businesses by giving them your money.



5 Things You can Do!



4. Educate and Advocate

- People are Listening
 - What are You saying?
- People are Watching
 - What are You doing?
- Practice What You Preach
 - Carry information with you everywhere.
 - Know your resources
 - Learn & share info about Assistive Technology



5 Things You can Do!



5. Change Our Community

- Change Someone's World and you will Change the World!

