

Activities and Access for Students with Disabilities

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14 March 2016

Program Objectives

▶ AWARENESS

- ▶ ADA Requirements
- ▶ IUP Facts and Figures
- ▶ “How To’s”
- ▶ Affective Awareness

▶ SUGGESTIONS

- ▶ Examples
- ▶ Questions

ADA - Americans with Disabilities Act

- ▶ As a State Institution, IUP is under ADA Title II
- ▶ Title II requires IUP, as a public entity to make ALL programs and services available to students
 - ▶ This includes on- and off-campus events
 - ▶ This includes both in and out of the classroom
- ▶ Also, includes providing access to any person at any event open to the general public
- ▶ This means that sports events, arts, etc., as well as clubs and organizations are accessible to all

IUP DSS Statistics - 2015

Learning disability	227	27%
ADD/ADHD	200	24%
Emotional/psychological impairment	132	16%
Medical/health impairment	93	11%
Other, not classified	90	11%
Traumatic brain injury	31	4%
Visual impairment	24	3%
Hearing impaired	18	2%
Autism/Aspergers	9	1%
Physical/mobility impairment- wheelchair/scooter user	5	>1%
Physical/mobility impairment-ambulatory	5	>1%

How DO I Act With that Person with a Physical Disability?

→ Overall, use common sense and general sensitivity.

→ Approach from a stance of capability rather than inability.

- ▶ Wheelchair:
 - ▶ Don't push a wheelchair without asking if for permission/if needed
 - ▶ Don't assume that a person NEEDS help (e.g., people who assume that a student needing a wheelchair needs a ride in the snow - the organization needs to clear snow, the student needs to get self to class or work)
 - ▶ Don't put hands on or lean on a wheelchair as this is invading body space
 - ▶ Try to lean down if talking for a while
 - ▶ Don't assume that being in wheelchair is a tragedy - it is a means of transportation
 - ▶ Don't move a wheelchair away if the user transfers out of the chair
 - ▶ Be aware that user of a wheelchair may also use other means of transport

How DO I Act with that Person with a Physical Disability?

- ➔ Ask, Ask, Ask
- ➔ Don't be afraid
- ➔ Don't Avoid

▶ Vision Loss

- ▶ Don't grab/lead a person with vision loss without permission
- ▶ If help is desired, the person should take the helper's bent arm at the elbow and follows behind
- ▶ Don't interrupt a person's cane traveling AND don't assume the need for help
- ▶ Ask the person with vision loss if they need assistance with printed materials, not their companion
- ▶ Don't touch a service animal when the collar is on
- ▶ Don't shout at a person who is blind, they are not deaf

How DO I Act with that Person with a Disability?

- Don't Assume Heroism
- Don't Assume Self-Consciousness

▶ Hearing Loss

- ▶ Raising your voice won't help
- ▶ Don't assume that the person understands you, nor that they will ask
- ▶ Write things down or ask for feedback to ensure understanding
- ▶ Realize that hearing aids make EVERYTHING louder, NOT clearer
- ▶ A person with hearing loss will do better in a small group with everyone facing
- ▶ Offer an interpreter or CART
- ▶ If using an interpreter, ask them and the user the best positioning, light and background affect these (*true also for lip-reading*)
- ▶ Be sure that any videos are captioned

How DO I Act with that Person with a Physical Disability?

➔ Again, Ask....

- ▶ Cerebral Palsy or Other Obvious Muscular Disability Affecting Mobility or Speech
 - ▶ Slow down when walking
 - ▶ If neuromuscular, may not need assistance
 - ▶ Ask
 - ▶ If speech is affected, listen carefully; but DO ask for clarification
 - ▶ If speech is labored due to Cerebral Palsy, remain calm, look away briefly
 - ▶ Continued pressure from being watched for an answer reinforces the palsy or spastic movements

HIDDEN DISABILITIES

- ❑ Most common in our setting
- ❑ Various types
- ❑ Students may not know how to advocate

- ▶ Learning
- ▶ ADD
- ▶ Traumatic Brain Injury
- ▶ Psychological (Depression, Anxiety, Bi-Polar)
- ▶ Medical that is not as obvious -
 - ▶ Fibromyalgia
 - ▶ Back Issues
 - ▶ Cardiac
 - ▶ Epilepsy or Seizure Disorder
- ▶ Autism Spectrum

Physical Disability-Requesting Accommodations

- ▶ Students with mobility concerns are MORE likely to ask about accessibility in advance BUT NOT guaranteed to do so
- ▶ Students with temporary disability are very unlikely to ask
- ▶ Students with vision, hearing or limb loss vary in rates of asking

Hidden Disability-Requesting Accommodations

- ▶ Students with hidden disabilities, generally, will not reveal disability
- ▶ Technically, not required to accommodate if not aware
- ▶ Nice/required to make students aware of genuine desire to accommodate

WHAT CAN WE DO?

FOR BOTH - Use 'Person First' Language

*Empowering the person,
not the disability*

*Language reflects
attitude*

"The final barrier"

In an earlier slide, I switched words around to make a typical designation "person first" - do you remember where?

Examples:

- ▶ Students with hearing loss
- ▶ Person who uses a wheelchair
- ▶ Student/person vs. medical model, patient
- ▶ Persons with disabilities
- ▶ Differing views on euphemisms (such as "challenges")
- ▶ SIMPLEST WAY - Ask the person

When Holding an Event or Activity **CONSIDER**

▶ **PHYSICAL
ACCESS**

▶ **PROGRAMMATIC
ACCESS**

PLANNING FOR ACTIVITIES & EVENTS

ACCESS

- ▶ Be aware that access is mandated by ADA to extend beyond the classroom
- ▶ Ensure that IUP held activities are in accessible locations
- ▶ Ensure that event sponsors are aware that IUP requires that their events meet ADA standards
- ▶ Ensure that off-campus events are also accessible
- ▶ Ensure adapted transportation is offered if other transportation is offered

ACCOMMODATIONS

- ▶ Offer both event holders and participants the opportunity to seek accommodations
- ▶ Have statements about attaining access on forms of publicity
- ▶ Allow requesting of accommodations via enrollment forms
- ▶ Technically, may have a due date for response, in order to secure accommodations

Physical Access

Can the student get in the building, and navigate it and services?

▶ EXAMPLES for Services and Interviews

- ▶ Is there an elevator?
- ▶ Is there a ramp?
- ▶ Is there an automatic door or a call button or an aide?
- ▶ Are there designated parking spaces for persons with disabilities nearby?
- ▶ Are pathways at least 36” wide?
- ▶ Are there areas for turning?
- ▶ Can a wheelchair get under the tables?
- ▶ Accessible Restrooms
- ▶ Alternate locations (e.g. breakout rooms or replacement rooms)

*(More at:
<http://www.washington.edu/doit/equal-access-universal-design-career-services>)*

Programmatic Access

Can the student
access the
materials, answer
the questions?

- ▶ EXAMPLES:
 - ▶ Has provision been made for alternate means of communicating information?
 - ▶ Could be enlarged text
 - ▶ CART or interpreters
 - ▶ Materials in braille
 - ▶ Access to a screen reader
 - ▶ Access to FM, loop or other devices to aid hearing or allowance for the candidate to provide these (clear message to this effect)
 - ▶ Website access, for instance pdfs that are not embedded
 - ▶ Materials with sharp contrasts in background and text
 - ▶ Fonts that are sans serif

So, we're in the role of guiding activities, meeting, events- What do WE do?

- ▶ Be aware of the event from two perspectives -
 - ▶ The planners & people running the events
 - ▶ The participants in the event

From Both Sides

STUDENTS

- Include Disability access to events as a category on the CSL website and link to DSS

EVENT PLANNERS and ORGANIZERS

- ▶ Make them aware of these issues
- ▶ If a planner and using students, break down roles and essential functions
- ▶ Be sure there are access statements on publicity

Things to Consider As You Advise Activities Holders

- ▶ Will the any participatory activities be difficult to perform without accommodations?
- ▶ What are possible accommodations?
- ▶ Determine other possible accommodations

The Student Participant Should Be Your Best Ally

- ▶ Briefly describe the disability
- ▶ Briefly describe skills and abilities
- ▶ Briefly describe the functional limitations
- ▶ Briefly describe typical accommodations

Help Both Event Holders and Students with Determining Accommodations

Ask the questions 

1. **What do event tasks require?** Break down all of the components of the event. This will help you to determine the best way to fully include a participant with a disability.
2. **What physical, sensory, and cognitive skills are needed?** Compare the skills required to complete a task/participate in the event to the skills of the participant. Does a modification need to be made in order for the person to be successful or participate?
3. **What components of the event access or involvement require accommodation?** Check with the participant to see which aspects he or she feels require accommodations.
4. **What accommodation options exist?** The student is your best resource. If he or she requires assistance with answering this question, be sure to access campus and community resources.

RESOURCES

- ▶ <https://www.coloradocollege.edu/offices/ADAcoordinator/policies-and-procedures/accessible-events.html>
- ▶ Fresno State
- ▶ Chapman University
- ▶ Teachers College of Columbia
- ▶ https://www.stlcc.edu/disAbility/Event_Planning.html
- ▶ <http://oregonstate.edu/accessibility/events>
 - ▶ Nice examples
- ▶ <https://dso.dasa.ncsu.edu/planning-an-accessible-event/>
 - ▶ Nice sample statements