



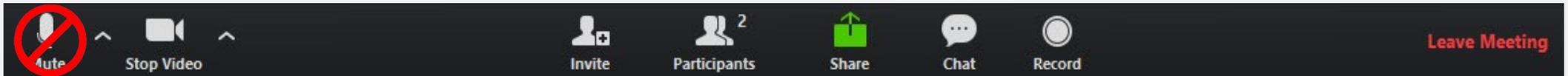
Partnering For A Good Life:

Disability Awareness and Resources

Fara Taylor, ODL and Jenifer Randle, DDCO

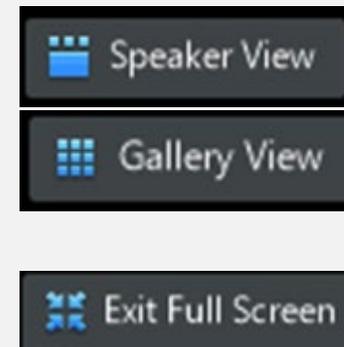
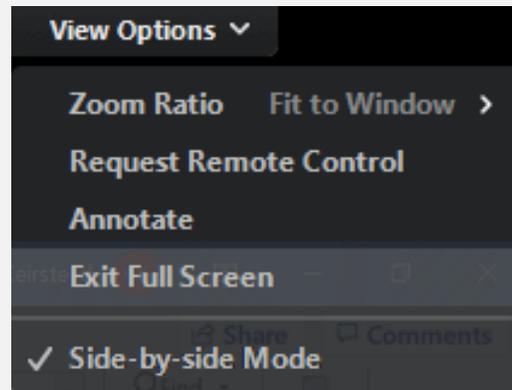
Zoom Tips

- ▶ Audio: Make sure your computer or headphone speakers are turned on and the volume is adjusted to your preference.
- ▶ Mute/Unmute Yourself: If not speaking, please keep muted to keep background noise down. Click unmute to speak.
- ▶ Start Video/Stop Video: You may choose to have your video on throughout the training. Turning off your video can help bandwidth issues.



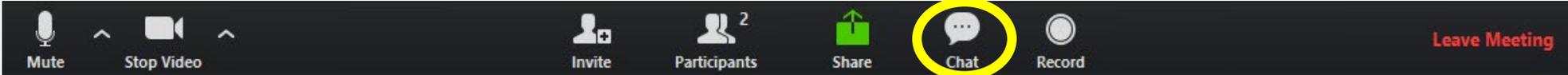
Adjust Your View

- ▶ You are in control of your viewing experience in Zoom, but we have some recommendations below for the best experience.
- ▶ Exit full screen mode (top right button or View Options drop down menu)
- ▶ Enable Side-by-side Mode (View Options drop down menu)
- ▶ Click on Speaker View to only see the current presenter's video or Gallery View to see videos of all participants (top right button)
- ▶ Click on the Chat (after exiting full screen mode) to pin to the right side of the screen.



Zoom Tips

Chat window: Type your questions and insights in the chat and to let us know if you are having any technical difficulties.



Let's get started!



Your Presenters



Fara



Jen

Why Are We Here?

- ▶ To dispel uncertainty or fear people might have when interacting with people with disabilities.
- ▶ To provide tips to help you assist people with disabilities.



Definitions

- ▶ The American's with Disabilities Act (ADA) defines disability as a physical or mental impairment that substantially limits one or more major life activities.

www.ada.gov

- ▶ Kathy Snow, entrepreneur, author and parent, defines disability as “a body part that works differently.”

www.disabilityisnatural.com



**WHAT DO YOU CALL
A PERSON WITH
A DISABILITY?**

How does this picture make you feel?



How does this picture make you feel?



People First Language

People First Language eliminates generalizations and stereotypes by focusing on the person rather than the disability.

Mason is a friendly young man who works at a grocery.



People First Language – R.E.S.P.E.C.T.

Using thoughtful descriptions and speaking about the person first can foster positive attitudes about people with disabilities.

For example:

- ▶ *Sam's autistic* → *Sam has autism.*
- ▶ *Mary is the disabled one* → *Mary is the person with the big smile.*
- ▶ *Bill's schizophrenic* → *Bill is diagnosed with schizophrenia.*

People First Language – R.E.S.P.E.C.T.

- Person diagnosed with a disability
- He is diagnosed with Down syndrome
- She has autism
- She is diagnosed with a mental health condition
- He uses a wheelchair





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THE MOST APPROPRIATE LABEL IS
USUALLY THE ONE PEOPLE'S PARENTS
HAVE GIVEN THEM.

The R-Word

<http://okddc.ok.gov/the-r-word-hurts>

The R-Word HURTS

We don't even like to say it!

The R-word. Retard. Retarded.

Even if you're just joking around, your words have the power to hurt.

What You Can Do

- Stop and think before you speak.
- Stop saying "retard" and "retarded."
- Ask others not to use the words "retard" and "retarded."



Tips for Meeting A Person With A Disability



People using Mobility devices

- ▶ Wheelchairs and other devices designed for use by people with mobility disabilities: canes, crutches, walkers, etc.



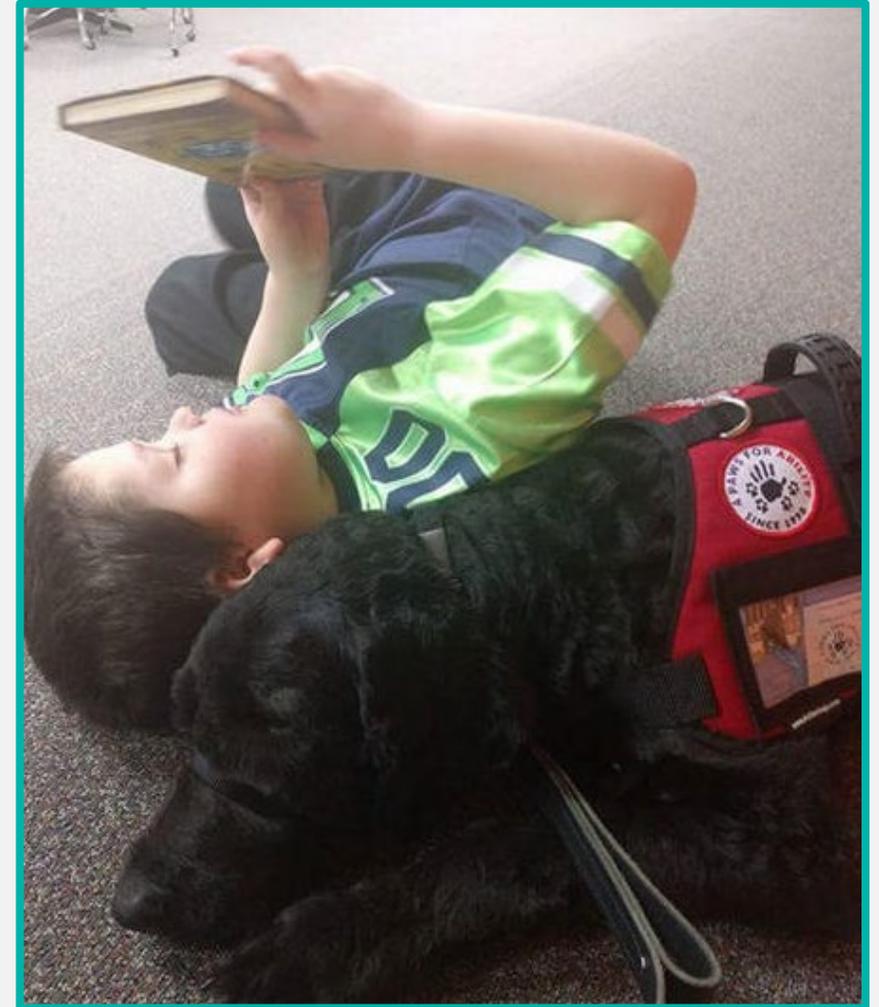
People using Mobility devices (2)

- A wheelchair is an extension of the person's body.
- Sit at eye level for extended conversations.
- Offer help, but make sure it is provided in an unassuming manner.
- Follow through with whatever needs to be done.



People using service animals

- ▶ A service animal is a dog or miniature horse that has been individually trained to do work or perform tasks for the benefit of a person with a disability



People using service animals (2)



A PUBLICATION OF THE
**Developmental Disabilities
Council of Oklahoma**

OKDDC.OK.GOV 405.521.4984



@OKDDC



Developmental Disabilities
Council of Oklahoma

This publication is provided by Developmental
Disabilities Council of Oklahoma.
405-521-4984
staff@okddc.ok.gov

Service Animals in Oklahoma

Handler's Rights & Responsibilities

Handlers can be asked only two questions regarding
a service animal:

- 1) Is this animal required because of a disability?
- 2) What task has this animal been trained to do?



A service animal must be **individually trained either by the person using the animal or a professional trainer** to complete specific tasks. A service animal may accompany their handler to **any building or facility where the public, program participants, customers, or clients are allowed.**

Under the ADA, service animals are limited to dogs.

People with a vision impairments/blindness

- ▶ Identify yourself and anyone else with you
- ▶ Greet the person when they enter a room
- ▶ Ask the person if they want to use your arm and let them decide.



People With A Hearing Impairment Or Deaf

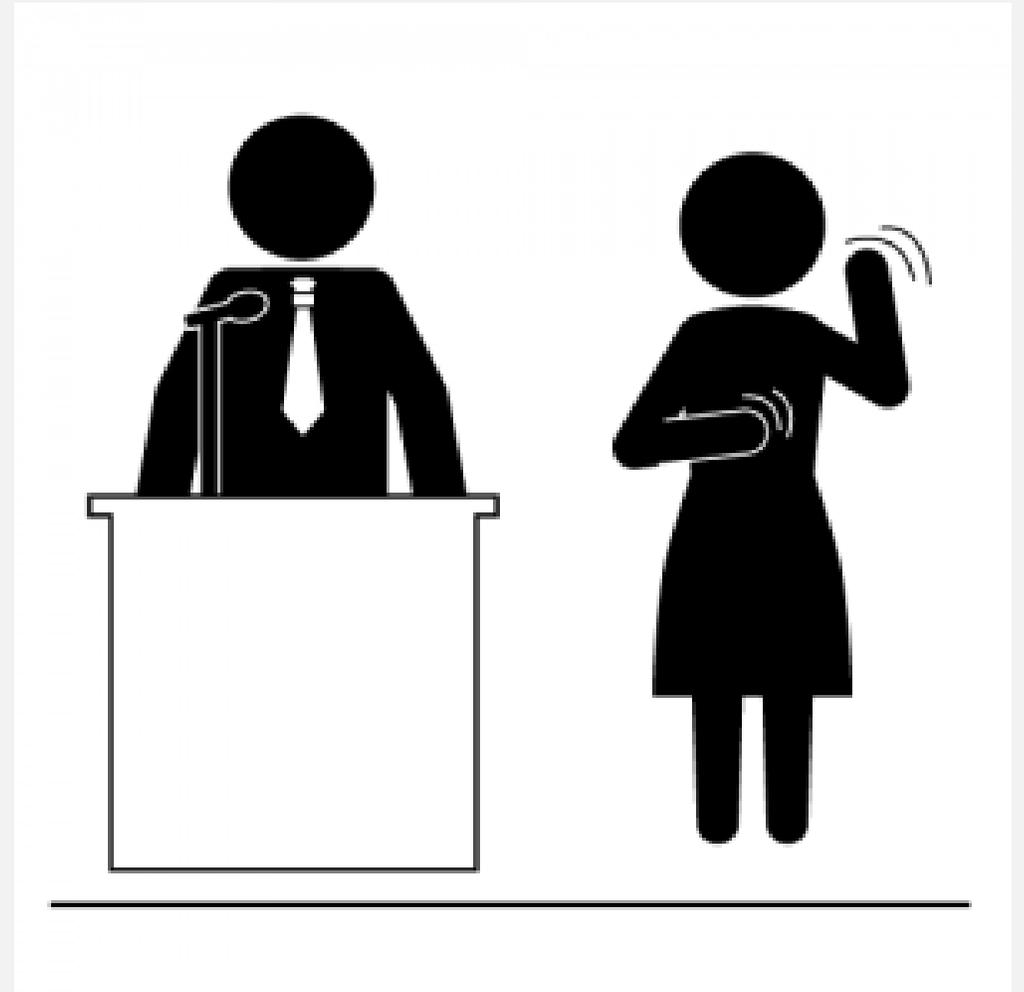
Find out what is the best type of communication for the person.

- ▶ Hand written notes
- ▶ Texting
- ▶ Pictures
- ▶ Reading lips
- ▶ Interpreter



Interpreters

- ▶ Interpreters facilitate communication. Anything heard in the room will be conveyed to the person who has a hearing impairment.
- ▶ Speak to the person (not interpreter)
- ▶ Speak in a natural speed, tone of voice.



How To Find An Interpreter

Oklahoma State
Department of
Education:

<https://sde.ok.gov/educational-interpreter-registry>

Registry of Interpreters for
the Deaf:

<https://myaccount.rid.org/Public/Search/Member.aspx>



People with Intellectual / Cognitive Disabilities

- ▶ Use specific, short instructions (one at a time is best).
- ▶ Allow time for the person to process what you say or show.
- ▶ Everyone communicates. Find out what works best for the person.



Communication

- ▶ Sign language
- ▶ Gestures
- ▶ Facial response
- ▶ Talking
- ▶ Augmentative communication apps
- ▶ Pictures

Proloquo or LAMP



People with Speech Impairments

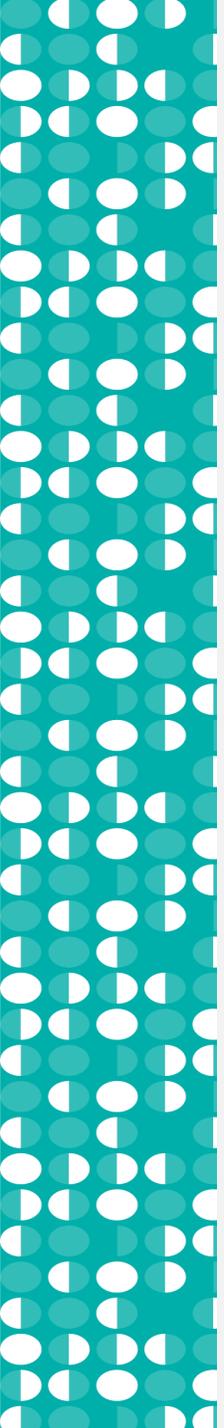
- ▶ Allow the person to speak. Don't rush.
- ▶ Use the same tone of voice and volume you usually do.
- ▶ If you don't understand, ask the person to repeat. Don't pretend to understand.



The 10 Commandments

Simple Respect:
10 Easy Tips





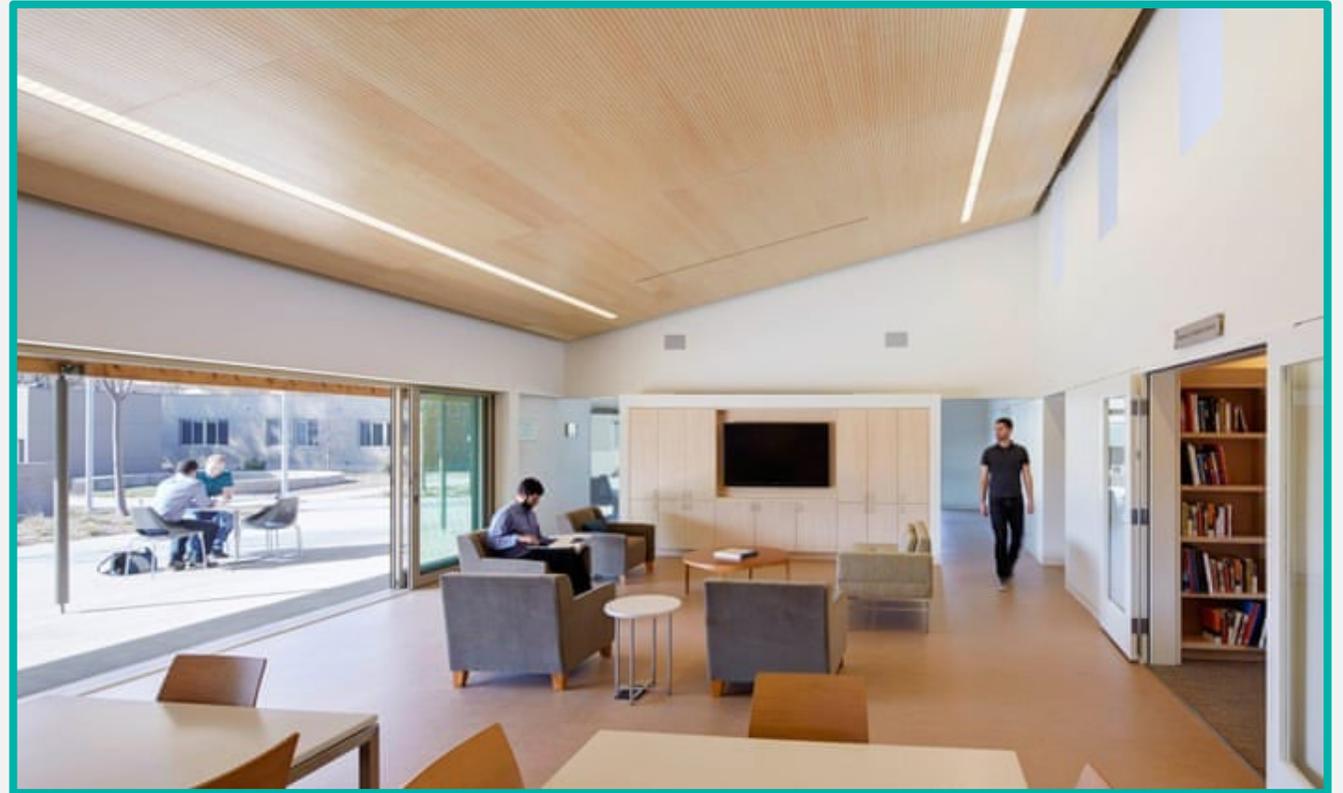
<https://www.youtube.com/watch?v=zpPhQl4seqk>

Let's pause a mo!



Is there room for everyone?

- ▶ Study areas?
- ▶ Desks?
- ▶ Book depositories?
- ▶ Computers?
- ▶ Meeting rooms?



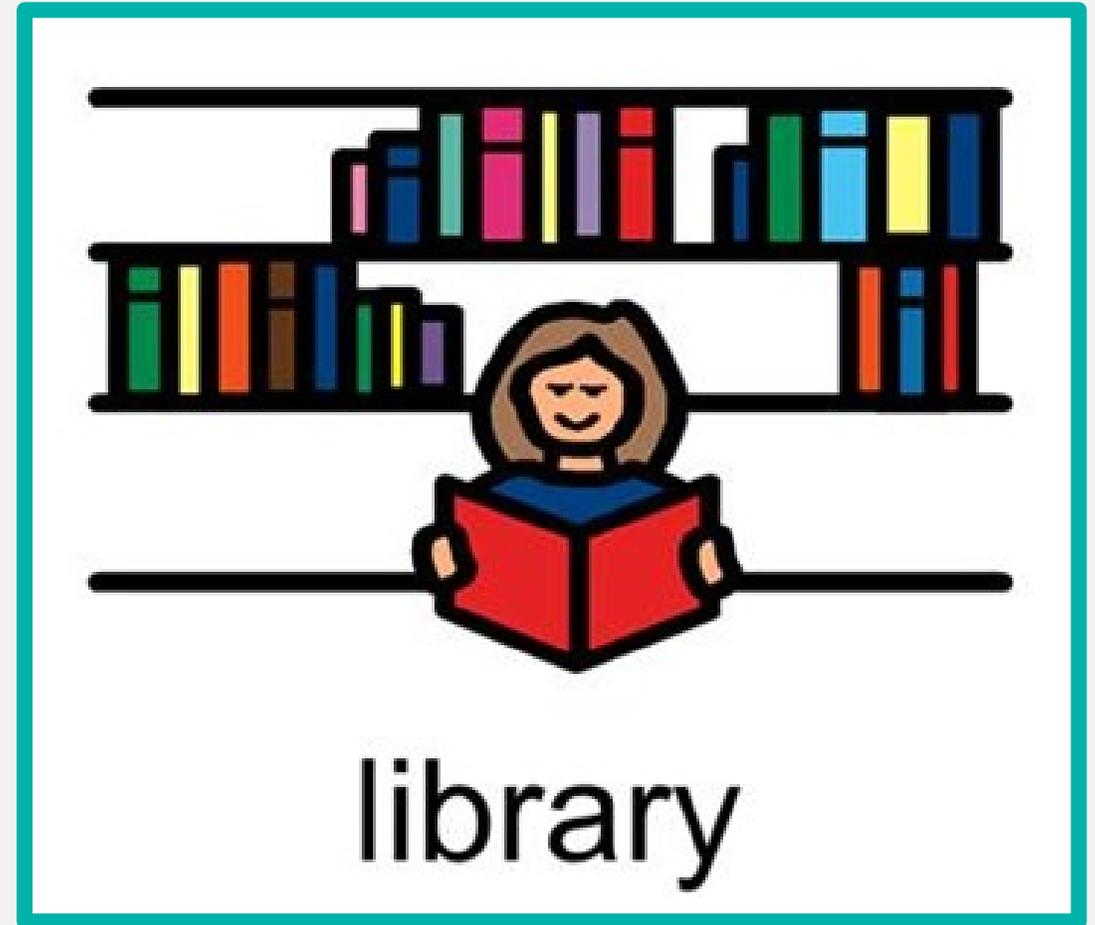
Access

- ▶ Font (size, sans serif)
- ▶ Color contrasts
- ▶ Equipment
 - ▶ Screen reader software
 - ▶ Volunteer screen reader
 - ▶ Screen magnification software
 - ▶ Dictation software
- ▶ Counter tops



Labeling

Using pictures and words to identify sections of your library can help those who have limited reading skills



What I am looking for....

| | | | | | | |
|--|--|--|--|--|---|--|
|  computer |  books |  audiobooks |  movies / DVDs |  magazines / journals |  meeting room |  copier |
|  path to citizenship |  library card |  children's area |  homework help |  literacy / reading help |  job search |  restrooms |

Subjects that interest me...

| | | | | | | |
|--|---|---|---|--|---|---|
|  fiction / imaginary |  nonfiction / true stories |  graphic novels |  Humor / comedy |  mystery / detective |  fairy tales & folklore |  action / adventure |
|  spooky / horror |  science fiction |  how-to |  romance |  health / well-being |  space / science |  people / biographies |
|  history |  animals |  ocean |  holidays |  dinosaurs |  sports |  super heroes |
|  cooking |  gardening |  westerns |  travel |  world cultures |  tech / games |  art / crafts |

Dewey Library Guide using pictures!

<https://gapines.org/eg/kpac/homedewey>

A graphic showing Dewey Decimal Classification categories with corresponding icons. The categories are: 000 General Knowledge, 000 Computers, 001 UFOs and the Unexplained, 030 Encyclopedias and Books of Facts, 100 Philosophy & Psychology, 130 Ghosts, and 135 Dreams.

| | | |
|-----------------------------|-------------------------------------|---|
| 000 General Knowledge | | |
| 000 Computers | 001 UFOs and the Unexplained | 030 Encyclopedias and Books of Facts |
| 100 Philosophy & Psychology | | |
| 130 Ghosts | 135 Dreams | |



Just gotta move

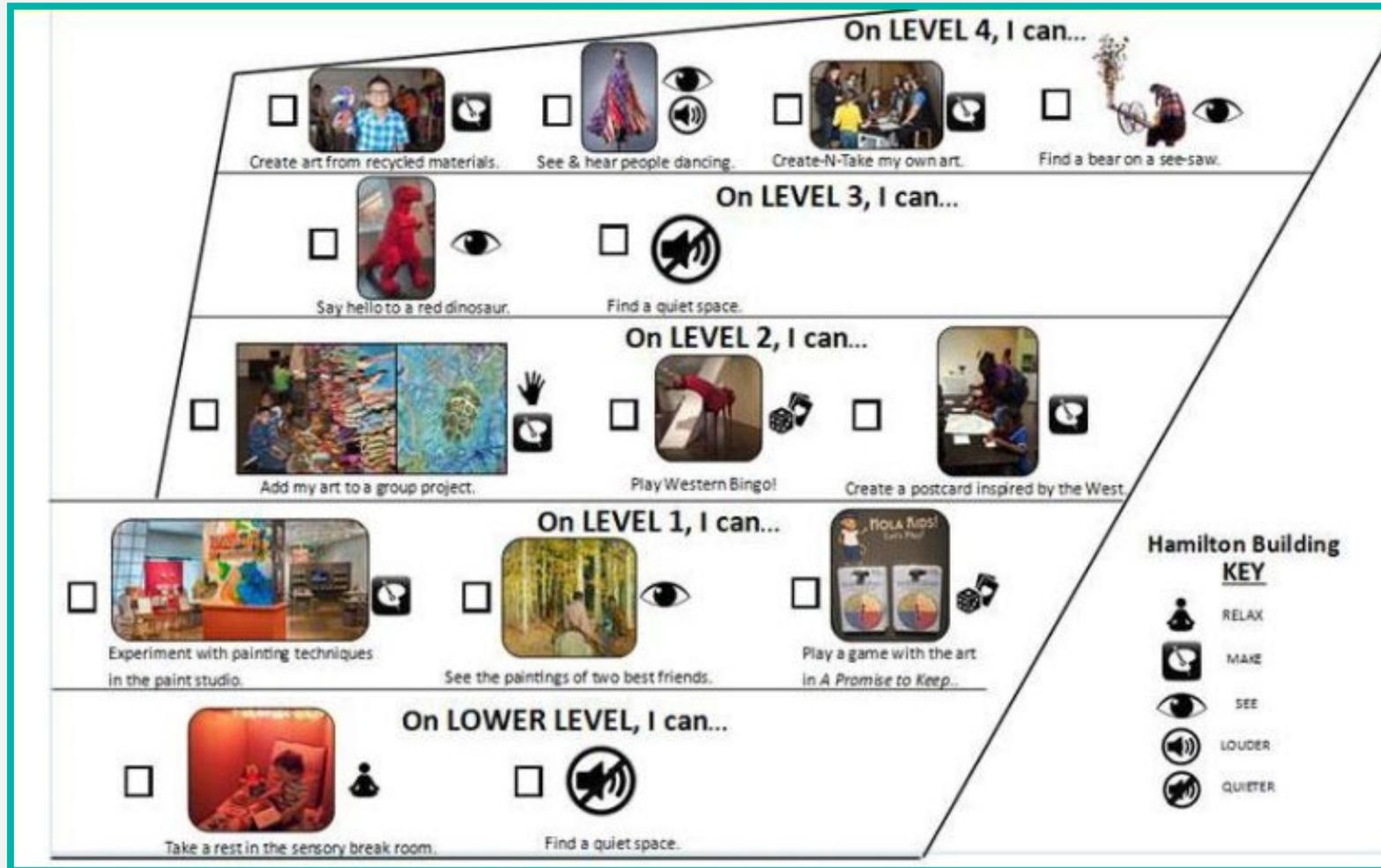


Page Fluffers

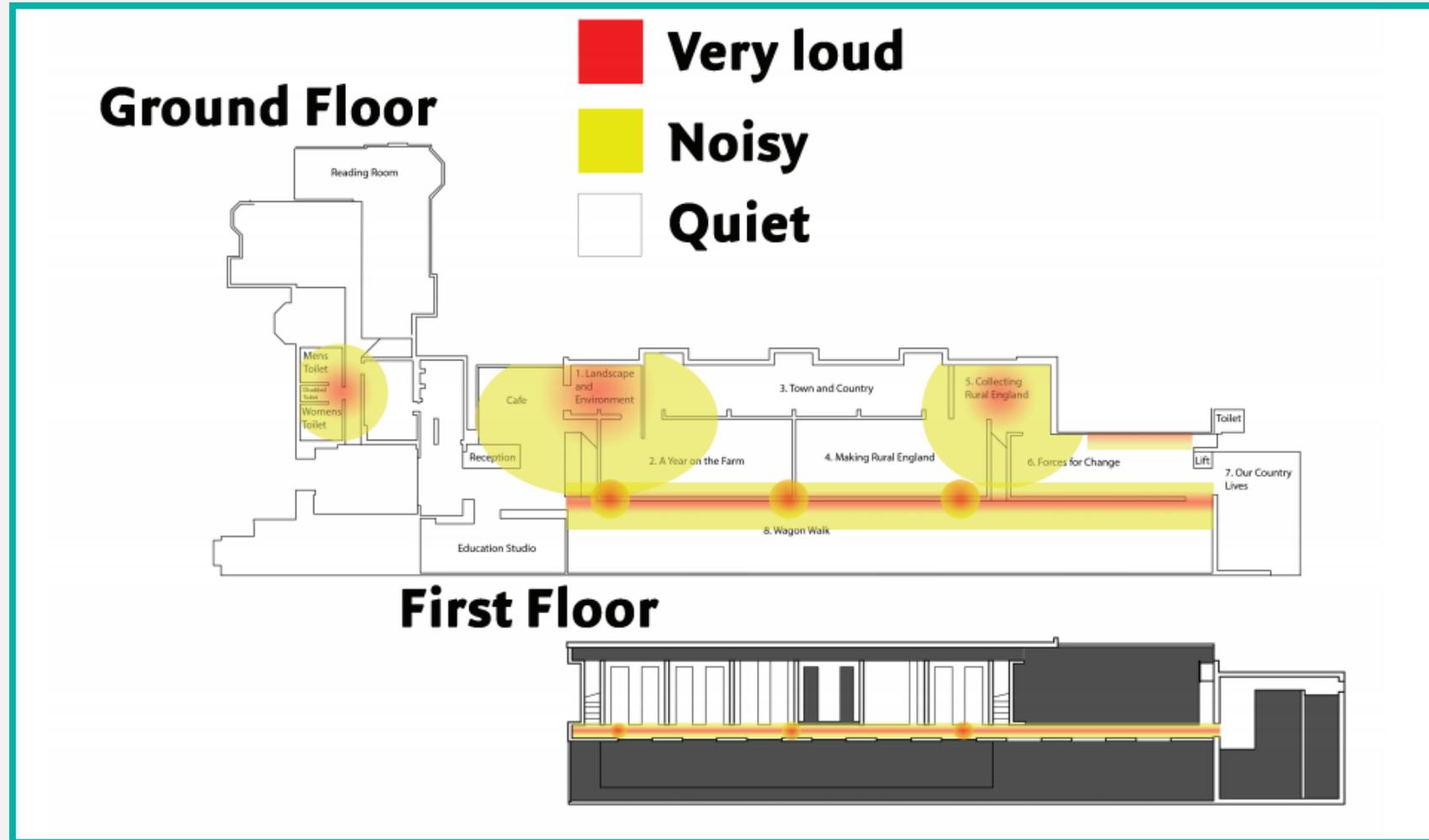
Makes books or other reading materials more accessible to turn by putting spaces between pages.



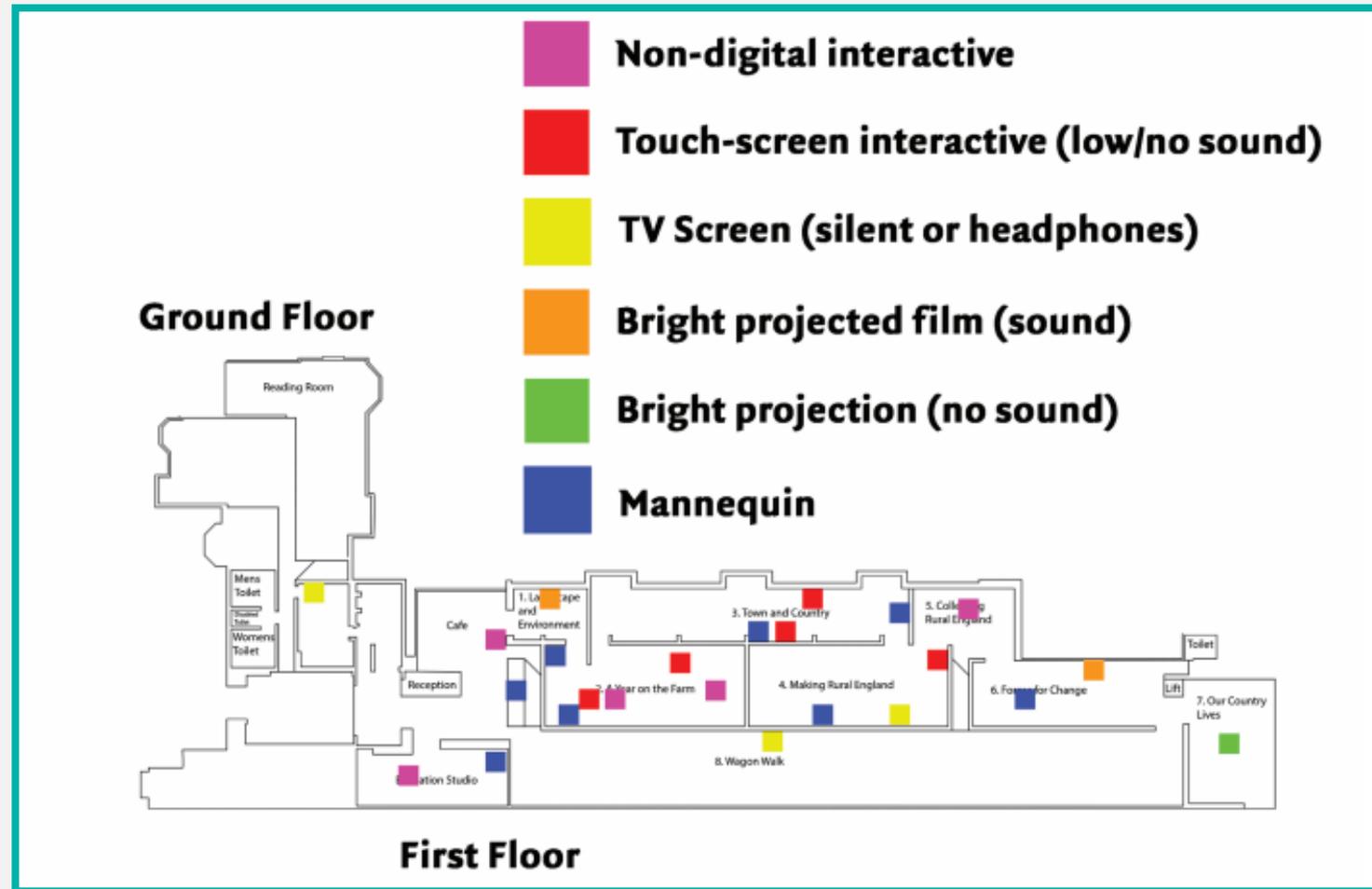
Innovative Maps: Where can I find...



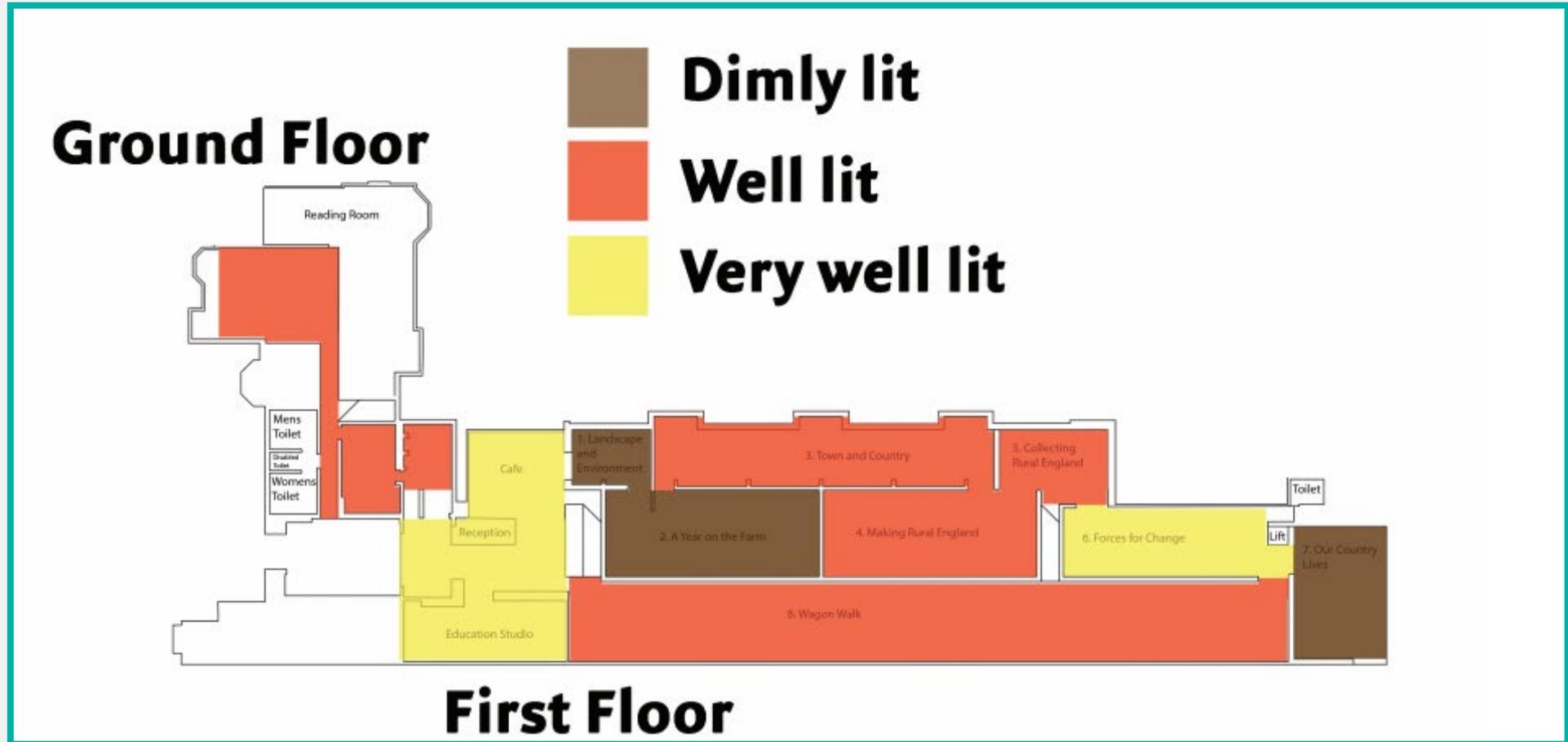
Innovative Maps for Noise



Innovative Maps for TVs / Movies



Innovative Maps for Lighting



Outside the Library

- ▶ Enough accessible parking spaces and marked with the international symbol
- ▶ Clear & easy signs
- ▶ Unobstructed & well-lighted access paths



ASGCLA – Resources page

<https://www.asgcladirect.org/resources/>

ASGCLA News About Resources Interest Groups

Resources

Search Resources...

Library Accessibility Toolkits: What You Need to Know

- Accessible Communication Styles
- Assistive Technology
- Autism Spectrum Disorders (ASD)
- Blindness and Low Vision
- Children with Disabilities
- Deaf or Hard of Hearing
- Developmental, Cognitive, and Intellectual Disabilities
- Learning Differences
- Library Staff with Disabilities
- Management
- Mental Health Issues
- Mobility Impairments
- Multiple Disabilities
- Patrons with Alzheimer's and Related Dementias
- Service Animals
- Virtual Accessibility
- Volunteers with Disabilities
- What Trustees Need to Know

Recommended Resources

- Alzheimer's & Related Dementias Interest Group (IGARD)
- Americans with Disabilities Act (ADA)
- Blind and Print Disabilities
- COVID-19 Resources
- Deaf
- Equity of Access
- Homelessness
- Prison Libraries
- State Libraries
- Universal Access
- Website Accessibility



Children with Disabilities



Search Resources...



Overview

The U.S. Census Bureau estimates that 10 to 12 percent of American children have a disability. This figure does not include learning disabilities or learning differences. The inclusion of these disabilities would result in a twenty percent increase in the number of American children with a disability. Because most disabilities are not immediately apparent, children with disabilities are likely already using your library. Children with disabilities are entitled to a free, appropriate education from birth through age twenty-one, by the Individuals with Disabilities in Education Act, Improved (IDEA-I). In keeping with Section 504 of the Rehabilitation Act of 1973, children may receive reasonable accommodation at school, such as elevator access, increased test-taking time, and the right to carry an asthma inhaler. Many children attend schools in self-contained classrooms with other children with disabilities. Some children attend inclusion classes; others are mainstreamed into general education settings. Some children may be home-schooled.

Tips

- Expect every child to learn to read.
- Approach each child and teen with an open mind. Treat each patron as an individual.
- Communicate directly with the patron, rather than the caregiver or interpreter.
- Defer to the patron's preferred communication method.
- Ask, "What was the last book that you read and liked?" Don't rely on the child or teen's age, or grade, to determine reading level.
- Offer books in all types of formats, including audiobooks, pre-loaded MP3 players, electronic books, audiobook-print book sets, and large-print and Braille books. Support the choice of book.
- Be specific and concrete about behavioral expectations. Say, "Use a quiet voice like mine in the

On This Page

- Overview
- Tips
- Resources

In Chapter

- Assistive Technology
- Autism Spectrum Disorders (ASD)
- Blindness and Low Vision
- Children with Disabilities
- Deaf or Hard of Hearing

Links

- Resources Home



Assistive Technology Financial Opportunity!

<https://www.surveymonkey.com/r/DDCO-AT-grant>

Apply for up to \$500 to improve and enhance your library system's services and resources to people with disabilities when visiting local libraries.

Proposals due
November 6, 2020!



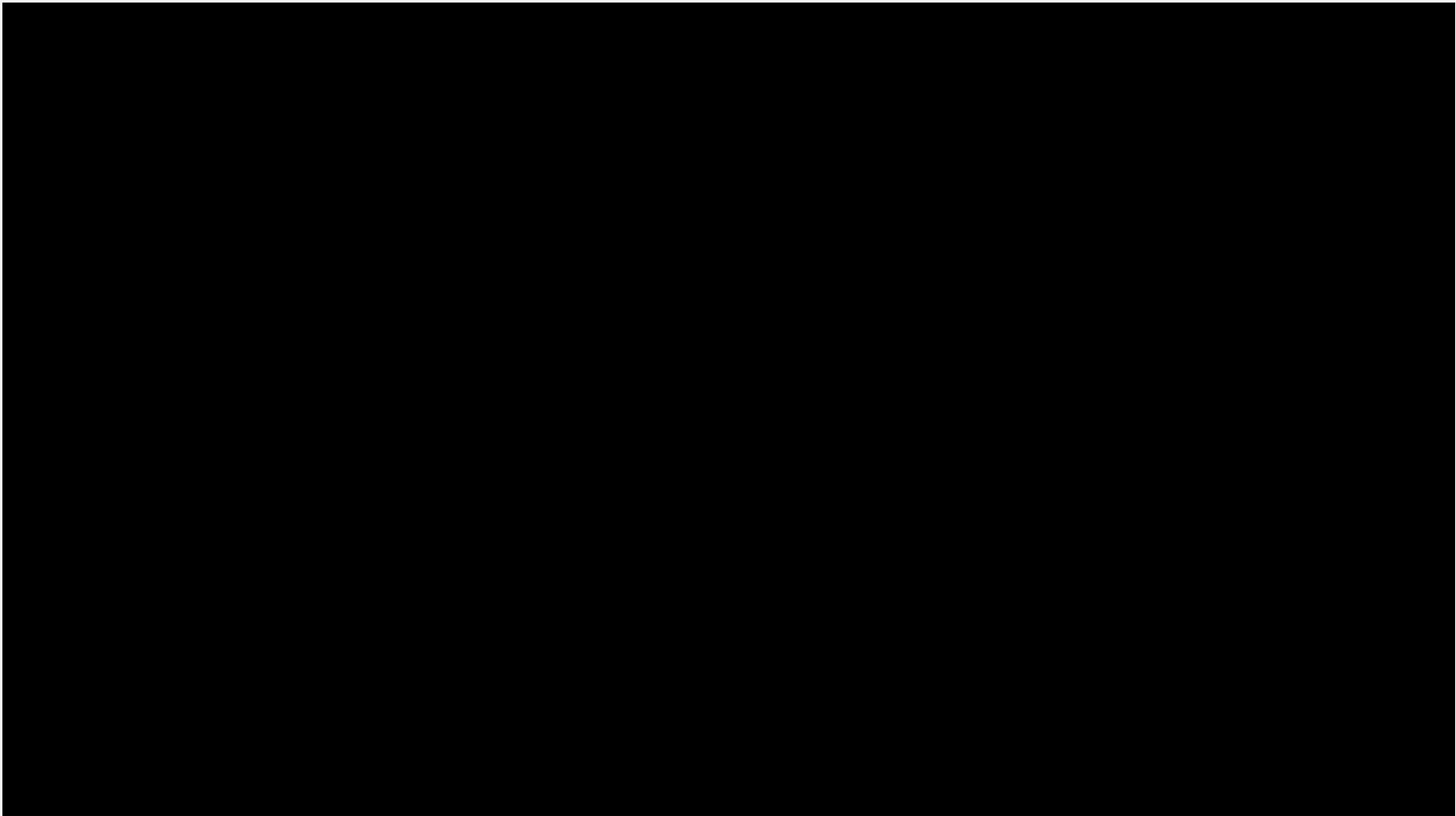
Panel: Learning from Library users



at your service



<https://www.youtube.com/watch?v=fUiQM240eT0&t=696s>

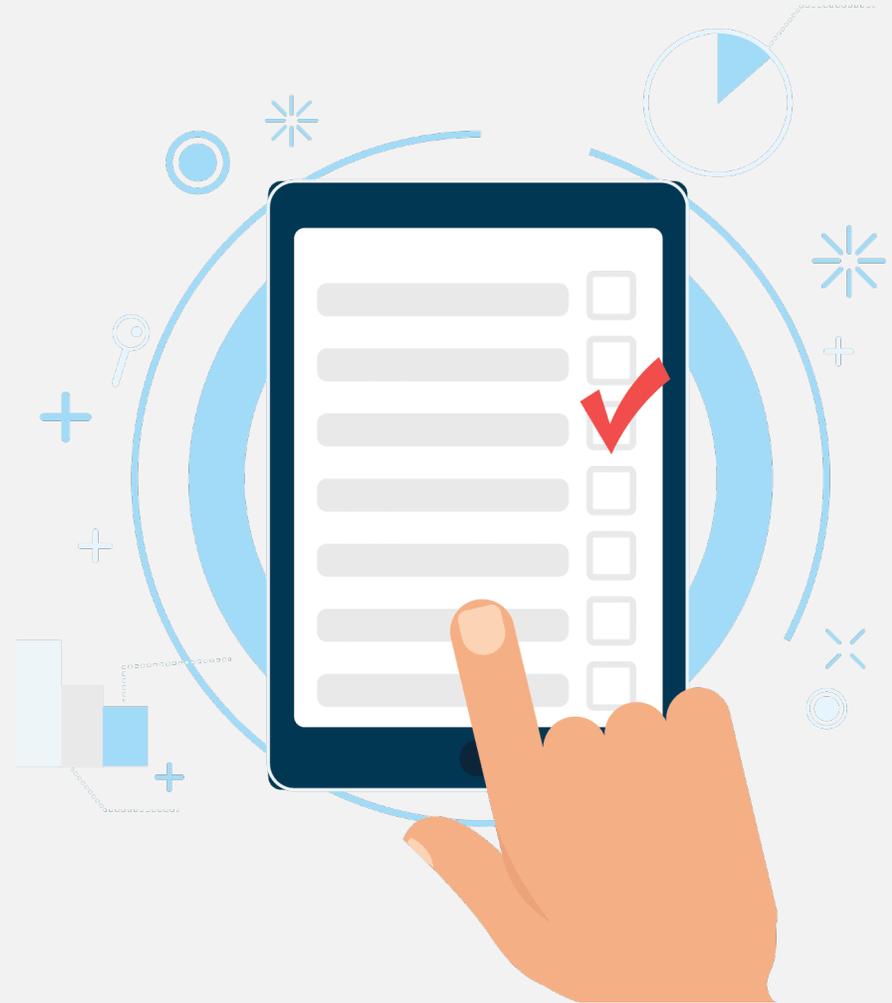


<https://www.youtube.com/watch?v=RLLboHQxbK8>

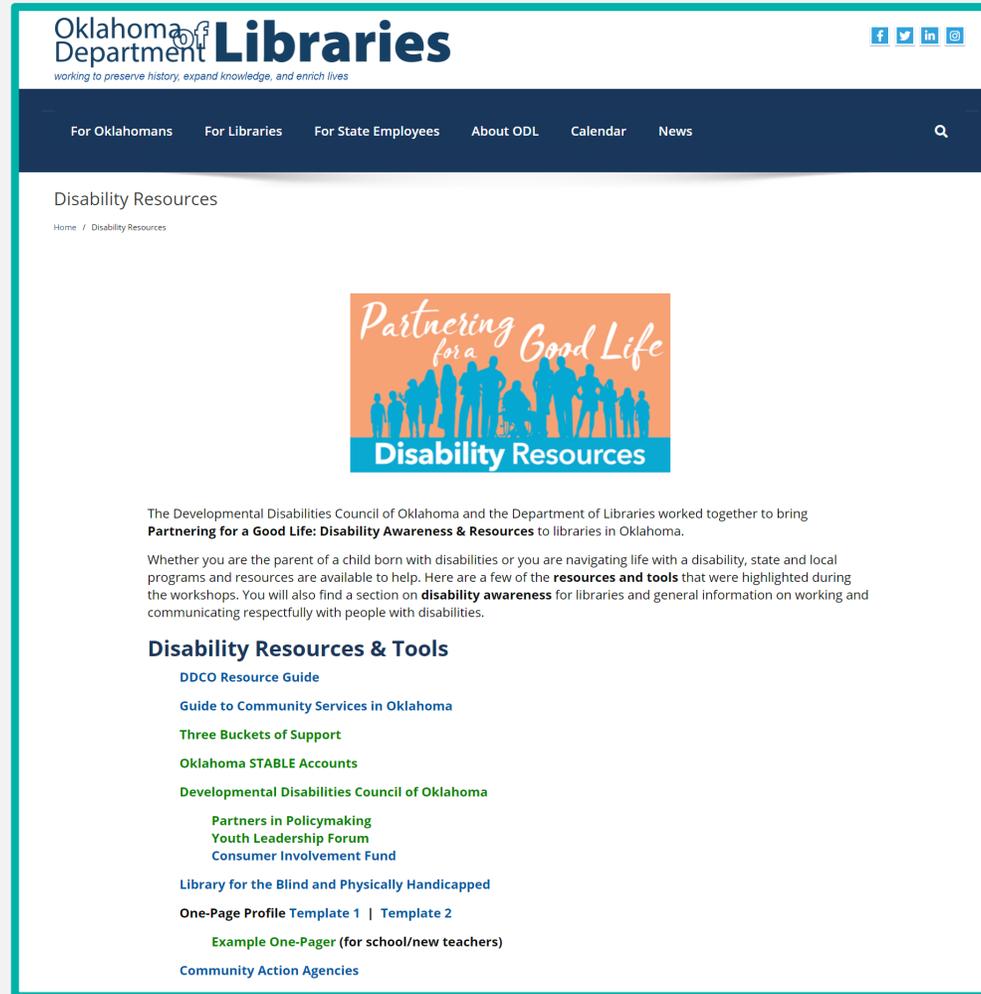
Help us improve:

<https://www.surveymonkey.com/r/disability-training>

Take a few minutes to complete our survey.



Bookmark: libraries.ok.gov/disability-resources



The screenshot shows the Oklahoma Department of Libraries website. The header includes the logo and tagline "working to preserve history, expand knowledge, and enrich lives", along with social media icons for Facebook, Twitter, LinkedIn, and Instagram. A navigation menu lists "For Oklahomans", "For Libraries", "For State Employees", "About ODL", "Calendar", and "News". The main content area is titled "Disability Resources" and features a breadcrumb trail "Home / Disability Resources". A central graphic reads "Partnering for a Good Life" above silhouettes of diverse people, with "Disability Resources" written below. The text below the graphic states: "The Developmental Disabilities Council of Oklahoma and the Department of Libraries worked together to bring **Partnering for a Good Life: Disability Awareness & Resources** to libraries in Oklahoma. Whether you are the parent of a child born with disabilities or you are navigating life with a disability, state and local programs and resources are available to help. Here are a few of the **resources and tools** that were highlighted during the workshops. You will also find a section on **disability awareness** for libraries and general information on working and communicating respectfully with people with disabilities." A section titled "Disability Resources & Tools" lists several links: "DDCO Resource Guide", "Guide to Community Services in Oklahoma", "Three Buckets of Support", "Oklahoma STABLE Accounts", "Developmental Disabilities Council of Oklahoma", "Partners in Policymaking", "Youth Leadership Forum", "Consumer Involvement Fund", "Library for the Blind and Physically Handicapped", "One-Page Profile Template 1 | Template 2", "Example One-Pager (for school/new teachers)", and "Community Action Agencies".

Thank you!



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