

(Almost) Everything You Ever Wanted to Know About Disabilities

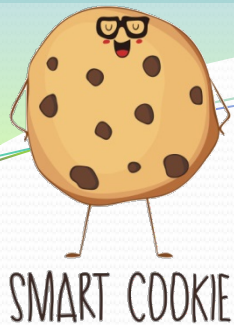
A quick guide to becoming an awesome ally



First Things First



If you have a question, please ask! This is a judgement-free zone. We are all here to learn and share perspectives, knowledge, and maybe a few laughs as we learn. There will be interactive activities and treats.



Learning Objectives:

By the end of this training, participants will:

1. Gain a greater understanding of the “basics” of disability.
2. Identify key statistics related to the incidence of disability in Delaware, as well as data on the most commonly-identified types of disabilities in Delaware for adults over age 18.
3. Have an increased understanding about the everyday successes and challenges individuals with disabilities may face.
4. Be able to identify common accessibility pitfalls, and will know where to find resources to provide solutions.
5. Understand the importance of disability “etiquette”.

ADA Trainer Network
Module 3a

ADA & Employment (Title I)

An Overview

Emmanuel Jenkins
Community Relations Officer

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Disclaimer

Information, materials, and/or technical assistance are intended solely as informal guidance, and are neither a determination of your legal rights or responsibilities under the ADA, nor binding on any agency with enforcement responsibility under the ADA.

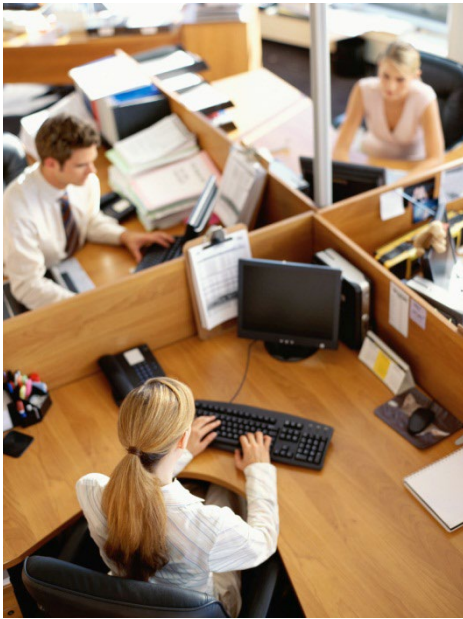
The Mid-Atlantic ADA Center is authorized by the National Institute on Disability and Rehabilitation Research (NIDRR) to provide information, materials, and technical assistance to individuals and entities that are covered by the ADA. The contents of this document were developed under a grant from the Department of Education, NIDRR grant number H133 A110020. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Who is covered (has rights) under the ADA?

Applies to applicants or employees who:

- Have a disability
- Have a **record** of having a disability
- Are **regarded as** having a disability



What is a “disability?”

*...A physical or mental impairment that substantially limits one or more major life activities**

* http://www.eeoc.gov/laws/regulations/ada_qa_final_rule.cfm



About hiring (Pre-employment)...



- The hiring process must be made accessible and accommodations must be provided if requested
- No disability inquiry during recruitment, screening or hiring
- No medical inquiries or “indirect” questions about disability
- Many disabilities covered under the ADA are not apparent to others
- The decision to not tell about a disability during hiring is not a “lie.” It is a legally protected right



Now an offer has been made, but employment hasn't yet started...

Some medical inquiry can be made **after** a job-offer has been extended but before employment has started

Apply same medical inquiry process to all applicants in a job category (No selective inquiries)

If this inquiry shows that the person has a disability, the job offer can only be withdrawn if:

- The withdrawal is job-related and consistent with business necessity
- No **reasonable** accommodation can be provided

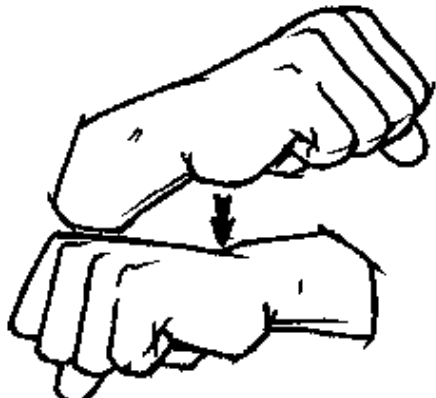


Work has now started...

About reasonable accommodation

*“...Any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities.”**

- Applies to both hiring and employment
- Must be provided for known disabilities
- Determined through an interactive process
- Medical information can be collected related to the accommodation need and must be kept confidential

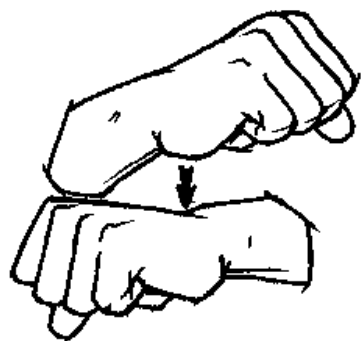


ASL sign for “work”

*(EEOC: w.eeoc.gov/policy/docs/accommodation.html)



Examples of Reasonable Accommodations



ASL sign for “work”

- Changes in work schedules
- Job-aids: Reminders, checklists, or picture-based tools
- Changes in break times
- Work from home
- Voice-to-text software
- Screen readers or magnifiers
- Sign language interpreters (for key workplace interactions)
- Modified workplace policies (e.g. changing policies around drinking water at work stations)
- Changes in furniture or equipment
- Leave
- Job re-structuring
- Re-assignment to a different job

A Day in the Life- Emmanuel's Story

Keynote Speaker - Emmanuel M.D. Jenkins

Let's Take a Road Trip

Emmanuel will lead the audience through a discussion detailing the difference between dreams and goals. Through the discussion, participants will learn the importance of challenging the tools you need for life and letting others (friends, family, teachers, etc.) know what support you need. Emmanuel will share his life story along with strategies, tips and skills for success that the audience will be able to walk away with and use immediately. Hang on to your seat because this is the ultimate Road Trip To Success!

Meet the Keynote

Emmanuel is currently employed at the Delaware Developmental Disabilities Council (DDC) as an Administrative Specialist. He is the Founder of "Da Man on Wheels" currently a corporation but soon to be a non-profit organization, whose purpose is to enable people living with disabilities to pursue their goals, whatever those goals might be. As a motivational speaker, he is known as "Da Man on Wheels", providing workshops for many different organizations.



Emmanuel M.D. Jenkins

Emmanuel was appointed by Governor Jack Markell to the Delaware Developmental Disabilities Council. In addition, he serves on the State Council for People with Disabilities (SCPD) and has been appointed to the Delaware Employment First Oversight Committee. He is a certified trainer of the Awareness & Action curriculum. This is a course designed to teach people living with disabilities about how to recognize, report and respond to abuse. Emmanuel lives in Harrington, Delaware with his beautiful wife Sharlene, and their nine year old son, Kallyn.



Time to play “What’s Wrong with This Picture”

PSSSST! You
get goodies for
guesses!



What's wrong with this picture?



What's wrong with this picture?



ADA Trainer Network
Module 2e

Everyone is Different: A Review of Types of Disabilities

Emmanuel Jenkins

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About Specific Disabilities

- Neurological disabilities
- Physical and Mobility disabilities
- Speech disabilities
- Learning disabilities
- Psychiatric disabilities
- Hearing disabilities
- Visual disabilities
- Intellectual disabilities

About Neurological Disabilities...

(e.g. Alzheimer's, epilepsy, cerebral palsy, traumatic brain injury, stroke)

May affect:

- Physical functioning
- Interactions with others
- Learning and memory
 - The course and effects of the disability are unique to each individual

Neurological Disabilities

Some key points...



Treat adults like adults

Don't make assumptions! For example...

- People with neurological impairments may use different ways of communicating – don't assume they are less intelligent
- People with neurological impairments may walk differently; some may appear to be intoxicated

Offering help ... ask if/how they would like assistance

About Physical and Mobility Disabilities...

- Includes any impairment that impacts a person's use of their body or limbs
- In 2002 there were 2.7 million wheelchair users
- In 2008 that number increased to 3.6 million
- 60% of wheelchair users are over age 65
- May involve using mobility devices, prosthetics, and other equipment to aid in performing manual tasks or moving around

Steimetz, 2006; Wheelchair.net, 2006

Physical & Mobility Disabilities

Some key points...

- Evaluate whether your business is accessible to someone using a physical or mobility aid
- Treat the device/aid as an extension of the person's body. Never touch/push on a mobility aid without the person's permission – It's part of their personal space
- Match your pace to the other person's
- Sit down or kneel to be at eye level when communicating for a long period of time with someone using a wheelchair
- Offering help- ask if/how they would like assistance



About Speech Disabilities...

- 2.6 million people have difficulty having their speech understood
- Can arise from a number of different causes
- Don't confuse a speech disability with an intellectual disability
- Speech disabilities can sometimes be accompanied by facial muscle and/or vocal inflections

Steinmetz, 2006

Speech Disabilities

Some key points...



- Don't jump in to finish the sentence—let the person speak!
- Don't pretend you understand what's being said when you don't
- Give the conversation your full attention
- Avoid speaking louder or slower
- Take your time, relax and listen- don't try to rush the conversation or second guess what the person has to say
- Don't ignore someone with a speech disability because you're afraid you won't understand what they have to say
- It's OK to ask the person to repeat themselves or to write down what they're saying

About Visual Disabilities...

- 1.8 million people have a severe visual impairment or blindness
- Varying levels of visual disability
- Not all people with visual disabilities read Braille
- Many new developments in IT aid people with visual disabilities

Steinmetz, 2006

Visual Disabilities

Some key points...



Give the person conversation cues:

- Identify yourself when you start to speak
- Say goodbye when you leave the conversation

Give the person a brief description of their surroundings

- “There’s a table about two feet in front of you. The door is about 5 feet away on our left.”

Ask them if they would like assistance and what kind

About Hearing Disabilities...

- 1 million Americans have trouble hearing normal conversation; the number increases sharply with age
- About 30% of people over age 65 have difficulty hearing
- Human speech is often the most challenging sound
- Most difficult to hear when there are a lot of “ambient” sounds
- Hearing aids may not totally “fix” the problem

Steinmetz, 2006

Hearing Disabilities

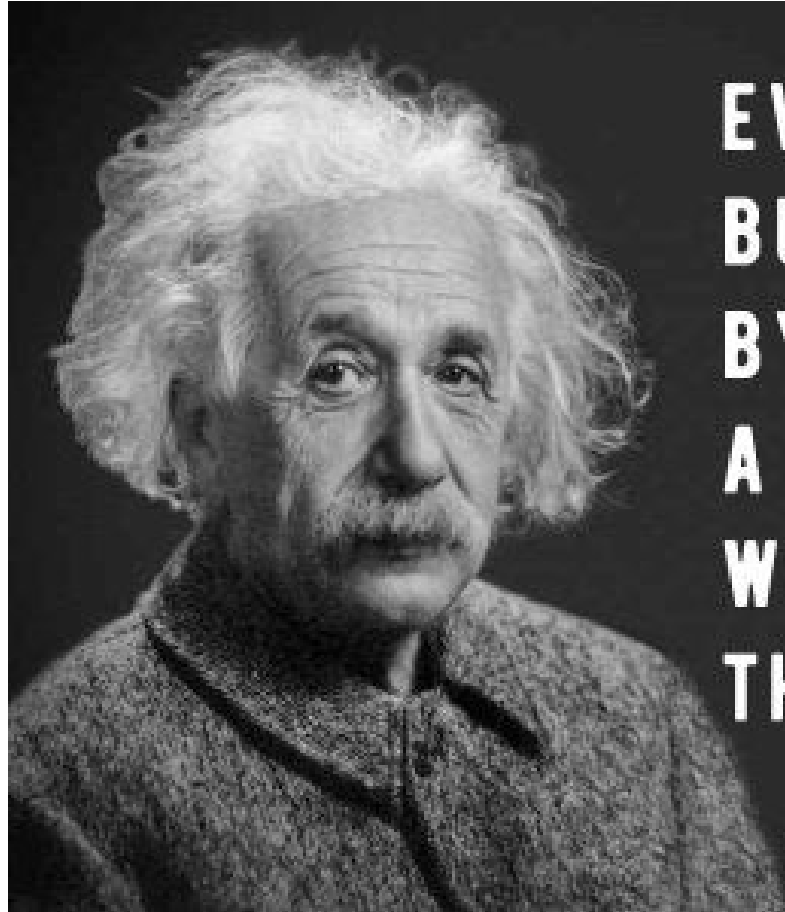
Many communication methods. Ask which they prefer.

- Lip reading
- Texting
- Writing
- Skype/Instant Messaging
- (Video) Relay Service
- Signing
- TTY Phones

About Intellectual Disabilities...

- Characterized by lower test of functional and mental ability
- 3 out of every 100 Americans (The Arc, 2001)
- About 87% of people with this disability will be only slightly below average in learning new things
- Can arise from a number of different causes
- Varying levels of intellectual disability also means varying levels of intellectual *capability*
- Not the same as mental illness
- Not always present with other developmental disabilities!

National Dissemination Center for Children with Disabilities



**EVERYBODY IS A GENIUS.
BUT IF YOU JUDGE A FISH
BY ITS ABILITY TO CLIMB
A TREE, IT WILL LIVE ITS
WHOLE LIFE BELIEVING
THAT IT IS STUPID.**

Intellectual Disabilities

Some key points...



In general when interacting with people with intellectual disabilities, it is helpful to...

- Use familiar wording and rephrase if necessary
- Use “concrete” reasoning, avoid abstractions
- Avoid assumptions — there is a wide range in capabilities among people with intellectual disabilities

Remember...

- The same disability can affect different people in very different ways
- Treat every person as an individual
- Everyone is different



Information, Guidance, and Training on the Americans with Disabilities Act
MEMBER OF THE ADA NATIONAL NETWORK

TOLL FREE: 800-949-4232

V/TTY

Disability Etiquette - Words Matter.

A Lot.



How to be kinder with your words (AKA, “how not to sound like a gosh-darn meanie-head”):

Instead of saying this:	Say this instead*:
Handicapped, Disabled	Person with a disability
Wheelchair-Bound	Uses a wheelchair
Cripple, Gimp, Lame	Person with a physical disability
Brain Damaged	Brain injury survivor, person with a brain injury
Handicapped Parking/Restroom	Accessible Parking/Restroom

*Not every person with a disability prefers these suggested “say this instead” terms. If you aren’t sure, asking or listening to how a person refers to themselves is always best practice.

How to be kinder with your words (AKA, “how not to sound like a gosh-darn meanie-head”):

Instead of saying this:	Say this instead*:
Autistic	Person with Autism
Crazy, Schizo, Psycho	Psychiatric Disability, Mental Illness
Suffers	Lives with, is experiencing
Slow Learner	Has a learning disability/difference
“What happened to you?”	“How should I describe you or your disability?”

*Not every person with a disability prefers these suggested “say this instead” terms. If you aren’t sure, asking or listening to how a person refers to themselves is always best practice.

How to be kinder with your words (AKA, “how not to sound like a gosh-darn meanie-head”):

Instead of saying this:	Say this instead*:
Retarded, Dumb, Idiot	Person with a cognitive disability
Mongoloid	Person with Down syndrome
Cripple, Gimp, Lame	Person with a physical disability
[insert disability, e.g. burns] Victim or Sufferer	[insert disability e.g. burns] survivor
Birth Defect	Congenital or Developmental Disability

*Not every person with a disability prefers these suggested “say this instead” terms. If you aren’t sure, asking or listening to how a person refers to themselves is always best practice.

What's Wrong with This Picture?



Last one! What's wrong with this picture?



Key disability etiquette tips (AKA, “please, just don’t”)

DON'T:

- Lean on a person’s mobility device (e.g. wheelchair, walker, crutches). These are seen as an extension of a person’s self. If you don’t know them well enough to lean on their shoulder, don’t lean on their mobility device.
- Speak in a louder tone of voice to someone who is having difficulty understanding what you are saying (unless they ask you to speak up).
- Pretend that you understand what a person with a speech difficulty is saying if you do not understand, or try to finish their thoughts for them.

Key disability etiquette tips (AKA, “please, just don’t”)

DON'T:

- Talk to a person’s interpreter or personal care attendant instead of to the person directly. When speaking to someone who is Deaf and who is using an interpreter, keep your gaze on the person who is Deaf while having a conversation.
- Remain standing when having a conversation with a person who uses a wheelchair if your conversation is taking longer than five minutes. Take a knee or sit down so you are on eye-level.
- Assume that just because someone can walk 50 steps from an accessible parking spot to the door, that they do not need the parking spot. Those 50 steps may be all they are able to manage that day!

Key disability etiquette tips (AKA, “please, just don’t”)

DON'T:

- Pat a person with a disability on the head, shoulder, etc. while telling them how inspirational they are. This will most likely not end well for you.
- Assume that you know that someone wants your help. If a person with a disability needs help, they will ask you and provide instructions if needed.
- Walk away from a person who is blind after providing them with sighted assistance without telling them you are walking away.
- Pet a service animal.
- Ask for proof that an animal is a service animal.

What to do instead:



- Presume competence and ability
- ASK if a person would like your help
- Practice good manners
- Employ your common sense
- Think of how you would like to be treated if you were in the same situation
- Remember that people with disabilities are people first
- Remember that people with disabilities are not here to serve as inspiration for others

QUESTIONS? COMMENTS?



Ask Away!

Thank you!

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