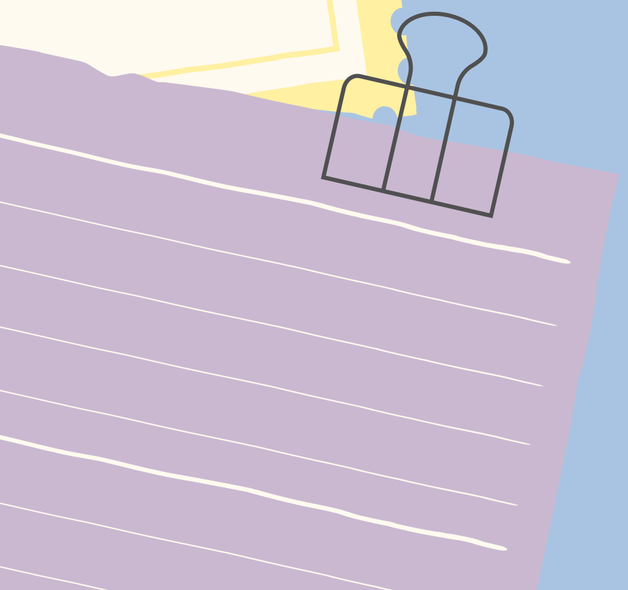
Presentation by: Chrissy Marshall

LET'S TALK DISABILITY

"DISABILITY"

Disability is not a bad word.

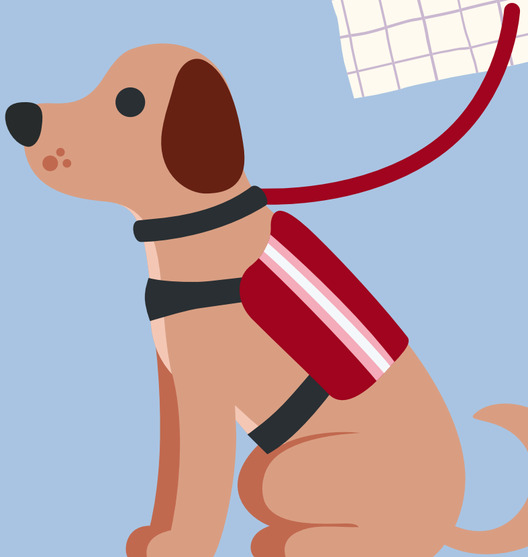
Awareness helps to break down barriers to the acceptance and welcome the inclusion of disabled people.



LINGUISTIC / CULTURAL COMPETENCY

(GOALS)

- Explore linguistic and cultural stereotypes
- Understand personal biases and stereotypes
- Navigating relationships and social situations
- Allieviate discomfort from misunderstanding
- Create access to everyone's individual sense of purpose



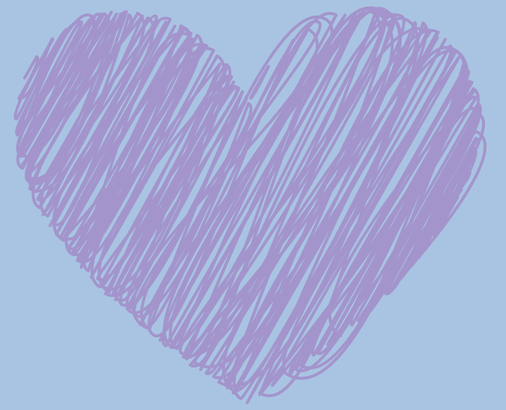
Responsibility: The ability to make constructive and healthy choices about personal behavior and social interactions.

Respect: Recognizing one's emotions, thoughts, and values. The ability to know your strengths and weaknesses and have self-confidence.

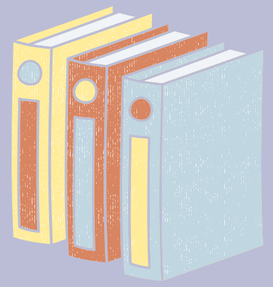
Relatability: The ability to understand to and empathize with others, including those with backgrounds different than yours.

FAIR ISN'T EVERYONE GETTING THE SAME THING. FAIR IS EVERYONE GETTING WHAT THEY NEED IN ORDER TO BE SUCCESSFUL

CURIOUSITY

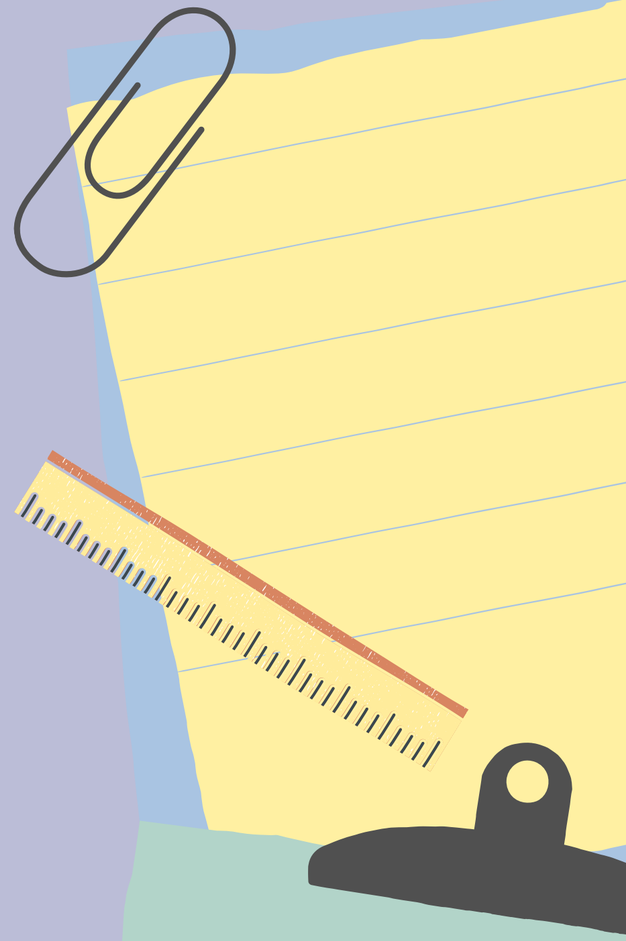


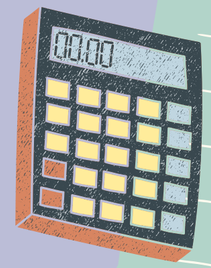
CURIOUSITY IS NORMAL. YOU MAY BE CURIOUS ABOUT A PERSON WITH A DISABILITY AND WANT TO KNOW MORE. DESPITE YOUR CONCERN, PLEASE RESPECT THEIR PRIVACY AND ALLOW THEM TO DISCUSS THEIR SITUATION IF AND WHEN THEY FEEL COMFORTABLE DOING SO.



INTERACTING WITH DISABLED PEOPLE

(ETIQUETTE EVERYONE SHOULD KNOW)





DO

1. USE TERMS AND LANGUAGE THEY FEEL COMFORTABLE WITH, ASK IF YOU ARE UNSURE
2. ADDRESS THE PERSON WITH A DISABILITY WHEN TALKING TO/ABOUT HIM OR HER
3. ASK IF A SPACE IS ACCESSIBLE
4. ENUNCIATE CLEARLY, DO NOT YELL
5. BE PATIENT

DO NOT

1. FORCE DISCLOSURE OF DISABILITY (HOW OR WHAT)
2. PROCEED WITHOUT ACCOMMODATIONS
3. TOUCH A PERSON'S MOBILITY EQUIPMENT
4. ASK INVASIVE QUESTIONS WHEN FIRST MEETING
5. ASSUME ACCOMMODATIONS WITHOUT ASKING
6. MOCK OR REPEAT BEHAVIORS

UNIVERSAL DESIGN:

DESIGNED TO BE USABLE BY EVERYONE WITHOUT THE NEED FOR ADAPTATION OR ADDITIONAL DESIGN

INTUITIVE DESIGN

Making products easy to use so that customer will understand how to use it without much effort.

ENVIRONMENTAL DESIGN

When devising plans, programs, policies, buildings, or products: the process of addressing surrounding environmental parameters.

INCLUSIVE DESIGN

Adaptations and efforts are made to make a space accessible for everyone.

THE 5 SENSES

and the purposes they serve

How could you adapt these senses?

SIGHT	SMELL
HEARING	TASTE + FEELING

Your paragraph text

UNKNOWN IMPAIRMENTS / HIDDEN DISABILITIES

SPEECH/LANGUAGE IMPAIRMENTS

These types of impairments encompass conditions such as stuttering, impaired articulation, language impairment, or voice impairment.

VISUAL IMPAIRMENTS

There is a wide spectrum of the severity of visual impairments. Individuals with visual impairments may use a cane, a guide dog, special glasses, or other aids to help them navigate the world.

Physical disabilities include amputees, spinal injuries, birth differences, limb or facial differences, or anyone with mobility issues.

PHYSICAL DISABILITIES

Two terms are appropriately used for identifying someone with hearing loss: deaf or hard of hearing. There is a broad spectrum of the severity of hearing loss; typically, people who can hear some are hard of hearing, and those with severe hearing loss are considered deaf.

HEARING LOSS/DEAFNESS

"LITTLE PERSON / PERSON WITH DWARFISM"

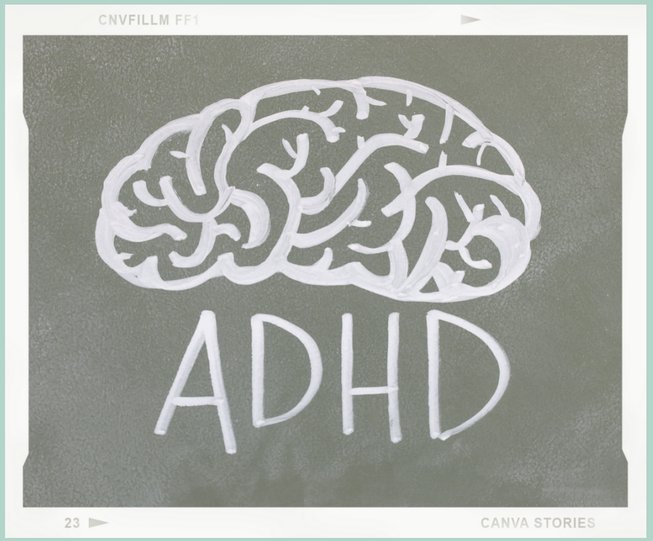
Dwarfism is short stature that results from a genetic or medical condition. Dwarfism is generally defined as an adult height of 4 feet 10 inches or less.

NEURODIVERGENCY

(someone whose brain processes information in a way that is not typical of most individuals)

Autism is a social developmental disability. A person who lives with autism may have trouble with social, emotional, and communication skills. Some people with autism avoid eye contact or stim.

ADHD is one of the most common neurodevelopmental disorders of childhood. Individuals with ADHD may have trouble paying attention, managing time, and controlling impulsive behaviors.



MENTAL HEALTH

Mental illness has a significant, adverse and long-term effect on your ability to carry out normal day-to-day activities

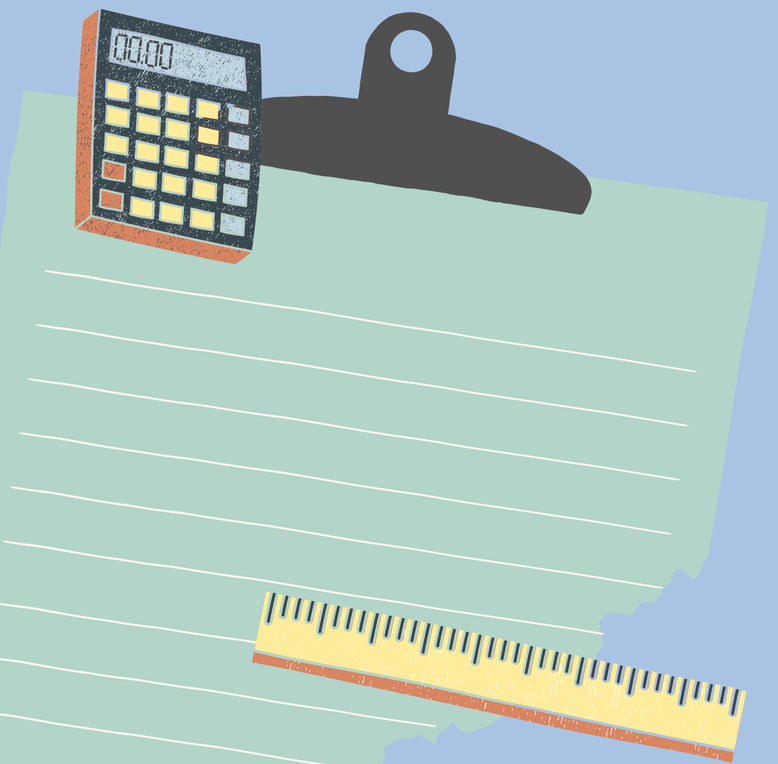
BEHAVIORAL, SOCIAL, AND EMOTIONAL IMPAIRMENTS

Emotional and behavioral disabilities (EBD) result from many factors but can manifest in challenges in self-regulation and communication. Social/emotional impairments affect someone's ability to maintain positive relationships and interact in social situations following expected norms.

WHAT ARE ACCOMODATIONS?

An alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks.

EXAMPLES OF ACCOMMODATIONS INCLUDE:



- SIGN LANGUAGE INTERPRETERS FOR STUDENTS WHO ARE DEAF
- COMPUTER TEXT-TO-SPEECH COMPUTER-BASED SYSTEMS FOR STUDENTS WITH VISUAL IMPAIRMENTS OR DYSLEXIA
- EXTENDED TIME FOR STUDENTS WITH FINE MOTOR LIMITATIONS, VISUAL IMPAIRMENTS, OR LEARNING DISABILITIES
- LARGE-PRINT BOOKS AND WORKSHEETS FOR STUDENTS WITH VISUAL IMPAIRMENT

THERAPY/ CONCILING

WHAT IS THERAPY?

SPEECH THERAPY

PHYSICAL THERAPY

GUIDANCE THERAPY

SENSORY THERAPY

EDUCATIONAL THERAPY

EDUCATIONAL THERAPY

VESTIBULAR THERAPY

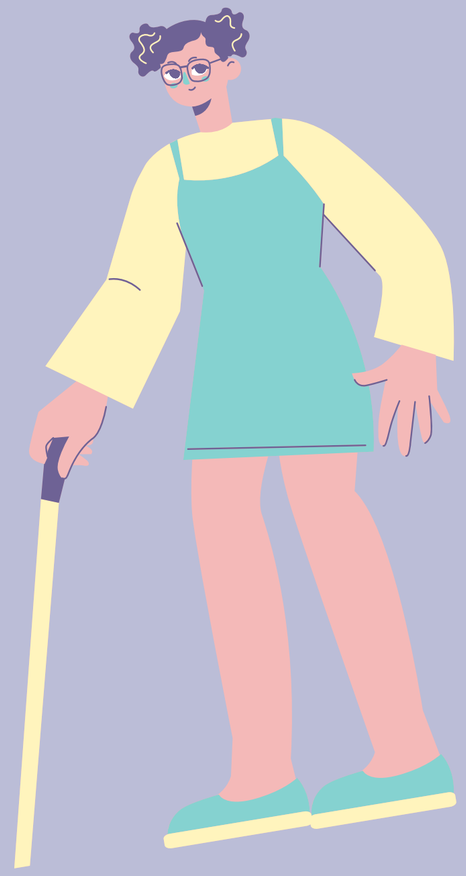
COGNITIVE THERAPY

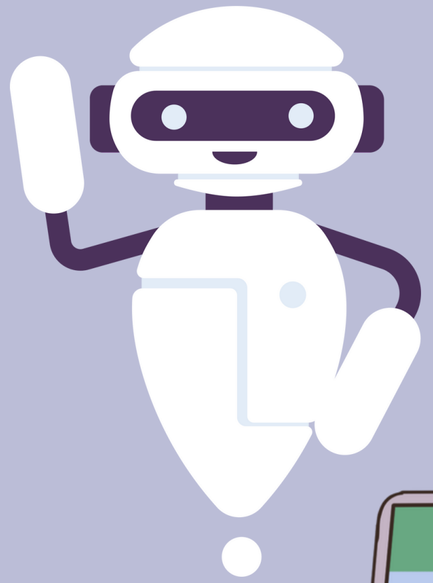
BEHAVIOR THERAPY

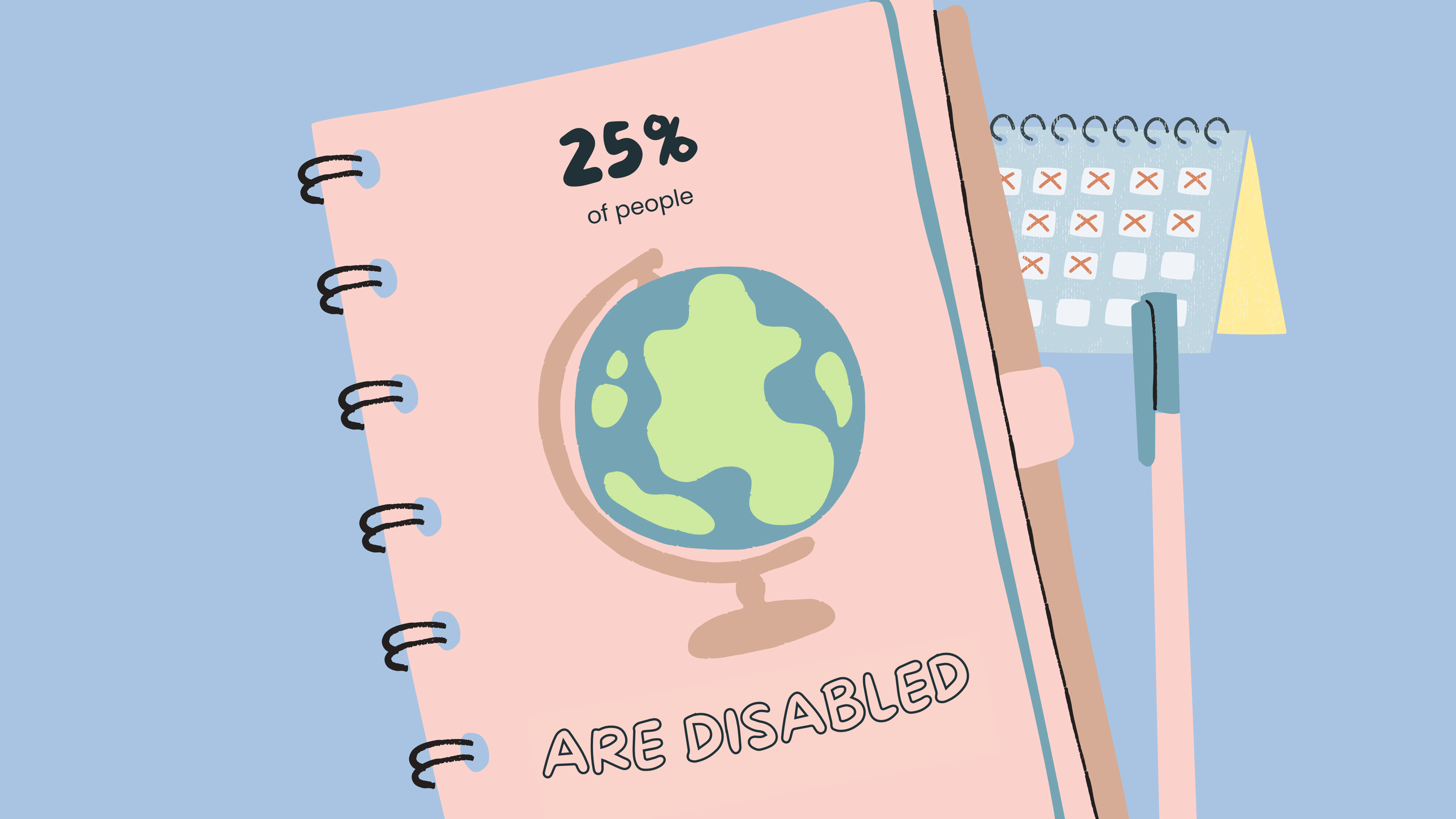
SUBSTANCE THERAPY

MENTAL/EMOTIONAL THERAPY

ASSISTIVE TECHNOLOGY






25%
of people
ARE DISABLED

ADAPT