Activities and Access for Students with Disabilities

Dr. Catherine Dugan
Indiana University of Pennsylvania
14 March 2016
Program Objectives

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

- **SUGGESTIONS**
  - Examples
  - Questions
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

<table>
<thead>
<tr>
<th>Disability</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disability</td>
<td>227</td>
<td>27%</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>200</td>
<td>24%</td>
</tr>
<tr>
<td>Emotional/psychological impairment</td>
<td>132</td>
<td>16%</td>
</tr>
<tr>
<td>Medical/health impairment</td>
<td>93</td>
<td>11%</td>
</tr>
<tr>
<td>Other, not classified</td>
<td>90</td>
<td>11%</td>
</tr>
<tr>
<td>Traumatic brain injury</td>
<td>31</td>
<td>4%</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>24</td>
<td>3%</td>
</tr>
<tr>
<td>Hearing impaired</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>Autism/Aspergers</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Physical/mobility impairment- wheelchair/scooter user</td>
<td>5</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Physical/mobility impairment- ambulatory</td>
<td>5</td>
<td>&gt;1%</td>
</tr>
</tbody>
</table>
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