

NOTHING IS IMPOSSIBLE



Dis

the
City College
of New York

DISABILITY IS A RIGHT ISSUE. WE MUST LOOK BEYOND A PERSON'S IMPAIRMENT IN ORDER TO UNDERSTAND ALL THE FACTORS THAT AFFECT DISABLED PEOPLE AND SUPPORT THEIR FULL PARTICIPATION IN SOCIETY. WE MUST RESPECT, TOLERATE AND ACCEPT OUR DIFFERENCES BECAUSE WE ARE ALL PART OF HUMANITY..

IN ORDER TO CREATE AN INCLUSIVE WORK CULTURE, WE MUST:

ENSURE THAT PEOPLE FEEL ABLE TO ASK FOR ADAPTATIONS TO THEIR WORKPLACE WITHOUT FEAR OF NEGATIVE CONSEQUENCES..

ENSURE THAT WE KNOW WHAT TYPE OF ADAPTATIONS ARE NEEDED. WE MUST OFFER EMPLOYMENT OPPORTUNITIES TO THOSE WITH IMPAIRMENTS AND NOT TREAT THEM AS PEOPLE WHO ARE DIFFERENT.

ACTIVELY WORK IN TEAMS WITH PEOPLE WITH IMPAIRMENTS.

PROVIDE DISABILITY AWARENESS TRAINING FOR ALL STAFF OR REQUIRE A TRAINING TO YOUR EMPLOYEE.

CREATE FLEXIBLE WORKPLACE POLICIES TO EMERGE THE DIVERSE NEEDS OF STAFF AND CUSTOMERS.

ENSURE THAT THERE ARE SYSTEMS IN PLACE WHICH ALLOW PEOPLE TO ADDRESS DISCRIMINATION ISSUES.

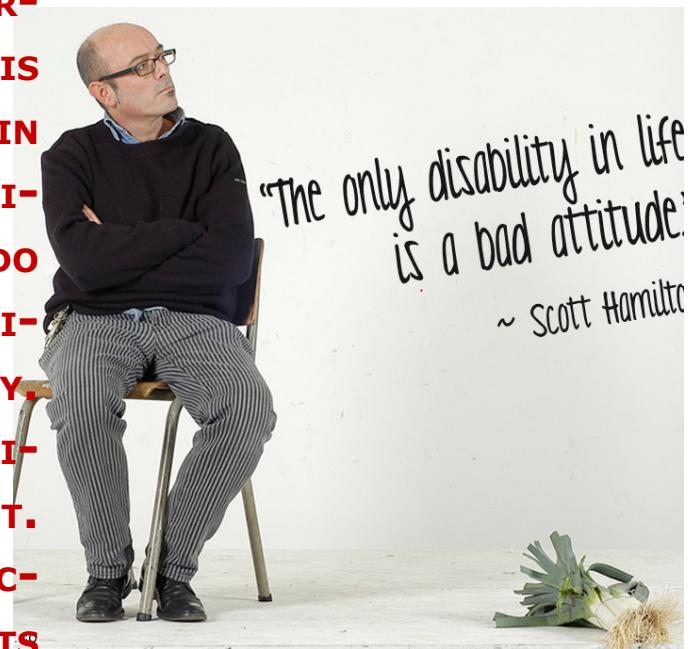
PROVIDE ACCESSIBLE INFRASTRUCTURES IN THE WORKPLACE.



NOTHING ABOUT US WITHOUT US

SIGNIFICANT POLITICAL CHANGES ARE NECESSARY IN ORDER TO ENSURE THAT PEOPLE WITH DISABILITIES ARE MORE INDEPENDENT, AND TO PROVIDE THEM WITH OPPORTUNITIES TO PARTICIPATE MORE FULLY IN SOCIETY. HOWEVER, THESE POLITICAL CHANGES WILL NOT TAKE PLACE UNLESS WE OURSELVES ACT TO CHANGE PUBLIC ATTITUDES TOWARDS DISABILITY .

DISABILITY IS AN ORDINAL AND UNIVERSAL EXPERIENCE OF BEING HUMAN, IT IS NOT SOMETHING THAT RESIDES ONLY IN PARTICULAR INDIVIDUALS. WE EXPERIENCE VARIATIONS IN OUR ABILITY TO DO EVERYDAY TASKS, WHETHER THESE VARIATIONS ARE PERMANENT OR TEMPORARY. **D**ISABILITY IS A CONTEXTUAL EXPERIENCE. FUNCTIONAL LIMITATION IS A FACT. **D**ISABILITY IS AN EXPERIENCE THAT OCCURS WHEN THE INDIVIDUAL INTERSECTS WITH HIS OR HER ENVIRONMENT. THIS ENVIRONMENT MAY BE PHYSICAL, SOCIAL OR POLITICAL.



"The only disability in life
is a bad attitude"
~ Scott Hamilton

THE EXTENT TO WHICH A PERSON IS DISABLED DEPENDS ON THE EXTENT TO WHICH WE (EITHER CONSCIOUSLY OR UNCONSCIOUSLY) IMPOSE RESTRICTIONS ON THEIR ENVIRONMENT. WE ARE ALL MEMBERS OF THE SOCIETY THAT IMPOSES THESE RESTRICTIONS; THEREFORE, WE ALL CARRY THE RESPONSIBILITY TO MAKE THE POSITIVE CHANGES THAT ARE NECESSARY IN ORDER TO INCLUDE PEOPLE WITH IMPAIRMENTS MORE FULLY INTO OUR SOCIETY.

DISABILITY IS NOT AN ISSUE OF SOLIDARITY, COMPASSION OR CHARITY; IT IS AN ISSUE OF HUMAN RIGHTS. PEOPLE WITH IMPAIRMENTS HAVE THE SAME RIGHT AS ANY OTHER CITIZEN TO LIVE INDEPENDENT LIVES. THIS IS ONLY POSSIBLE IF WE CREATE CULTURES WHICH PROMOTE MORE POSITIVE ATTITUDES TO DISABLED PEOPLE. WE MUST TACKLE THE NEGATIVE PREJUDICES TOWARDS DISABLED PEOPLE WHICH HAVE TRADITIONALLY SEEN DISABILITY AS AN INDIVIDUAL RATHER THAN A SOCIAL PROBLEM.

WE NEED TO UNDERSTAND A PERSON'S IMPAIRMENT IF WE ARE TO COMPREHEND THE EXTENT TO WHICH IT IMPACTS ON THE INDIVIDUAL. WE ALSO NEED TO UNDERSTAND HOW THE PERSON'S IMPAIRMENT AFFECTS THE WAY IN WHICH THEY CARRY OUT THEIR DAY-TO-DAY ACTIVITIES. WITH THIS KNOWLEDGE, WE ARE ABLE TO FIND MORE APPROPRIATE TOOLS AND STRATEGIES FOR REDUCING DISABLING BARRIERS AND BETTER ADAPT THE WORLD TO THE NEEDS OF DISABLED PEOPLE.



TO LOOK BEYOND THE IMPAIRMENT MEANS TO PLACE AN EMPHASIS ON THE SOCIAL, CULTURAL AND INSTITUTIONAL FACTORS WHICH RESTRICT THE PERSON WITH AN IMPAIRMENT FROM PARTICIPATING IN SOCIETY.

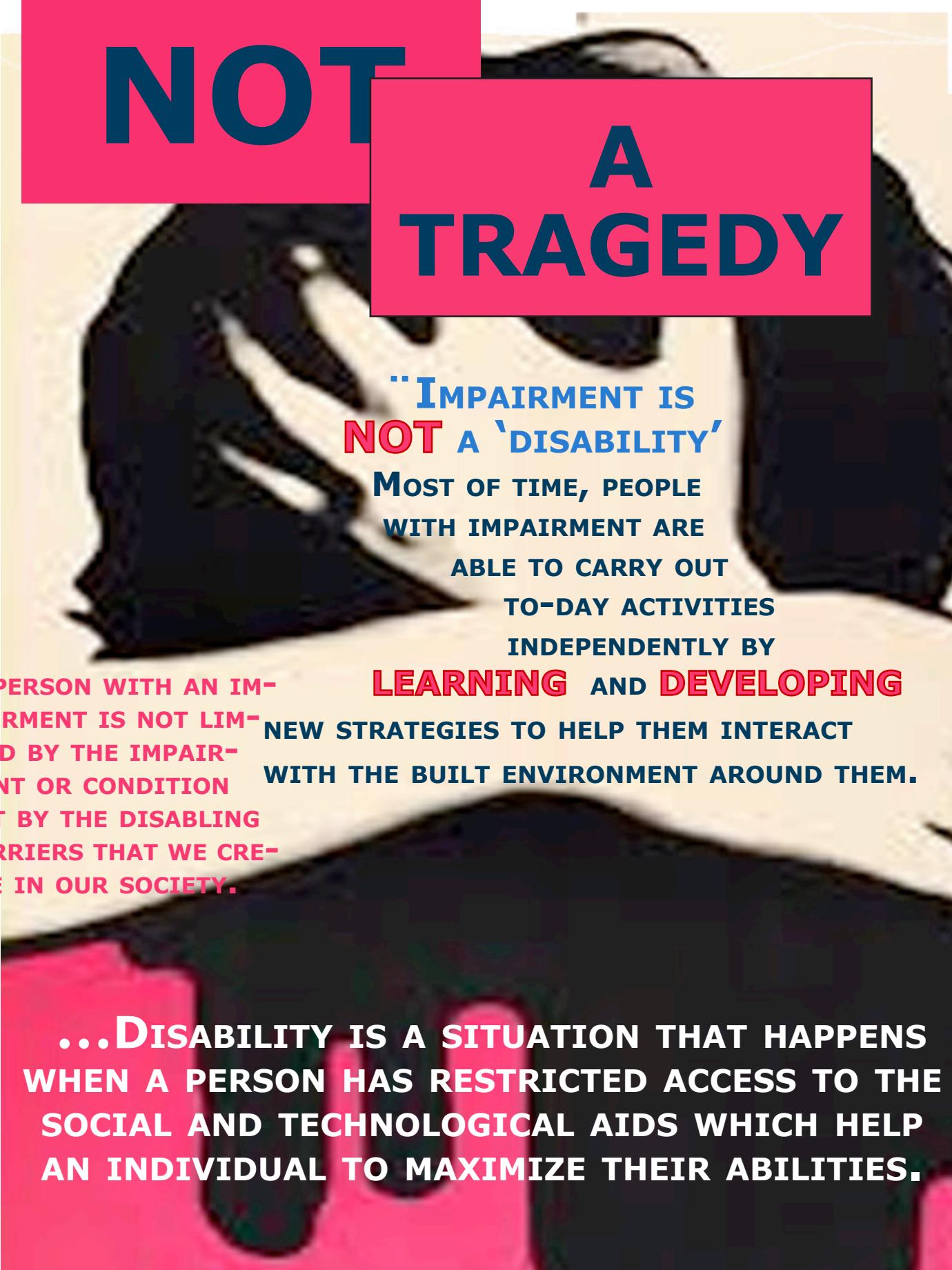
PEOPLE WITH IMPAIRMENTS ARE 'PEOPLE' EQUAL TO YOU. THEY FEEL, THINK AND UNDERSTAND THE WORLD IN THE SAME WAY AS MANY OTHER HUMAN BEINGS. ONLY THOSE WHO HAVE A SEVERE INTELLECTUAL, MENTAL OR COGNITIVE IMPAIRMENT COMPREHEND THE WORLD IN A DIFFERENT WAY TO THE AVERAGE POPULATION. HOWEVER, THESE PEOPLE REPRESENT NO MORE THAN 2% OF THOSE WITH IMPAIRMENTS.



PEOPLE WITH IMPAIRMENTS ARE NOT 'SUPERHEROES' FOR FINDING WAYS TO DO THE EVERYDAY TASKS THAT MOST ABLE-BODIED PEOPLE TAKE FOR GRANTED. THE REALITY IS THAT PEOPLE WITH IMPAIRMENTS HAVE TO MAKE MORE OF AN EFFORT TO ACHIEVE THE SAME GOALS AND HAVE ACCESS TO THE SAME RIGHTS (IN THE AREAS OF WORK, EDUCATION OR LEISURE) AS NON-DISABLED PEOPLE.



A MEDICAL DIAGNOSIS OF TEMPORARY OR PERMANENT IMPAIRMENTS IS...



NOT A TRAGEDY

**"IMPAIRMENT IS
NOT A 'DISABILITY'**

**MOST OF TIME, PEOPLE
WITH IMPAIRMENT ARE
ABLE TO CARRY OUT
TO-DAY ACTIVITIES
INDEPENDENTLY BY**

LEARNING AND DEVELOPING

**NEW STRATEGIES TO HELP THEM INTERACT
WITH THE BUILT ENVIRONMENT AROUND THEM.**

**A PERSON WITH AN IM-
PAIRMENT IS NOT LIM-
ITED BY THE IMPAIR-
MENT OR CONDITION
BUT BY THE DISABLING
BARRIERS THAT WE CRE-
ATE IN OUR SOCIETY.**

**...DISABILITY IS A SITUATION THAT HAPPENS
WHEN A PERSON HAS RESTRICTED ACCESS TO THE
SOCIAL AND TECHNOLOGICAL AIDS WHICH HELP
AN INDIVIDUAL TO MAXIMIZE THEIR ABILITIES.**

NEVER

- **PUT THE PERSON WITH A DISABILITY ON A PEDESTAL BECAUSE THEY MANAGE TO ACHIEVE A GOAL THAT IS TAKEN FOR GRANTED BY ABLE-BODIED PEOPLE, FOR EXAMPLE, GOING TO SCHOOL OR HAVING A JOB.**
- **REPRESENT THE PERSON WITH A DISABILITY AS HAVING SPECIAL GIFTS OR ABILITIES, OR AS AN ANGEL, BECAUSE OF HIS OR HER DISABILITY.**
- **BELIEVE THAT THE PERSON WITH AN IMPAIRMENT ALWAYS HAS MORE DIFFICULTIES THAN YOU IN HIS / HER DAY-TO-DAY LIFE, OR THAT THEY LIVE IN A CONSTANT TRAGEDY.**
- **ASSUME THAT THE PERSON WITH AN IMPAIRMENT HAS LESS ABILITIES OR IS LESS CAPABLE THAN YOU, OR THAT THEY ARE LESS PRODUCTIVE AND EFFICIENT AT WORK. THINK THAT THE PERSON WITH AN IMPAIRMENT IS SOMEONE WHO ALWAYS NEEDS YOUR HELP. 53% OF DISABLED PEOPLE SAY THAT THEY DO NOT NEED HELP.**
- **FEEL COMPASSION OR PITY FOR THE PERSON WITH AN IMPAIRMENT.**
- **TREAT A PERSON WITH A DISABILITY AS DEPENDENT OR AS AN OBJECT OF PITY.**
- **PANIC, BE AFRAID OR FEEL FEAR, GUILT, ANGER OR EMBARRASSMENT WHEN IN THE COMPANY OF DISABLED PEOPLE.**

ALWAYS

- **LEARN HOW TO TREAT "PEOPLE WITH DISABILITIES, IF YOU DO THIS, YOU WILL NOTICE THAT YOUR NEGATIVE PREJUDICES TOWARDS THEM ARE NATURALLY AND EASILY REDUCED.**

'TREAT ADULTS AS ADULTS'

PEOPLE WITH IMPAIRMENTS ARE VISIBLE, EQUAL MEMBERS OF OUR COMMUNITY AND THEY ARE ABLE TO CONTRIBUTE TO WIDER CHANGES IN SOCIETY.

WE SHOULD THEREFORE CREATE POSITIVE IMAGES OF PEOPLE WITH IMPAIRMENTS, SEEING THEM AS PEOPLE JUST LIKE YOU. THEY ARE INDIVIDUALS WITH DIVERSE **CAPABILITIES** AND **ABILITIES, STRENGTHS AND LIMITATIONS**, WHO SHOULD BE WELCOMING AS PART OF HUMANITY.

AN IMPAIRMENT DOES NOT DEFINE A PERSON, IT IS NOT A PERSON'S PRIMARY **CHARACTERISTICS** BUT ONE OF **ASPECTS** MANY DIFFERENT ASPECTS OF THEIR IDENTITY.



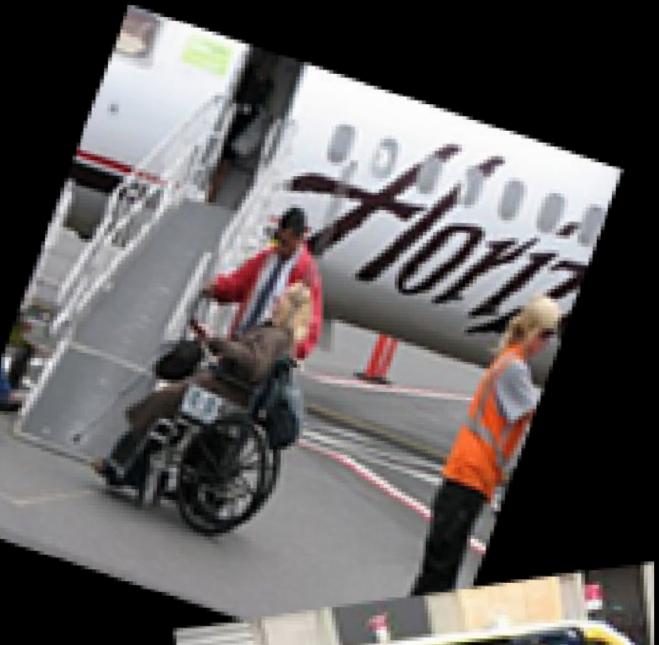
DISABLING **BARRIERS** HAVE BEEN CREATED FOR US, AND IS OUR RESPONSIBILITY TO REMOVE THEM. WE HAVE TO OFFER EFFECTIVE SOLUTIONS THAT ARISE FROM A MORE **UNIVERSAL, HOLISTIC** AND **WIDER UNDERSTANDING** OF WHAT DISABILITY IS AND HOW IT IMPACTS ON PEOPLE'S LIVES. WE NEED AN UNDERSTANDING THAT AVOIDS COMPASSIVE AND PROTECTIONIST VIEWS, AND ON THE CONTRARY, IT PROMOTES THE RIGHT OF PEOPLE WITH IMPAIRMENTS TO PARTICIPATE IN THE SOCIAL MAINSTREAM.

THE ARCHITECT MUST DESIGN A BUILDING, PARK OR TOILET FOR WHEELCHAIR USERS, VISUALLY IMPAIRED PEOPLE, OR PEOPLE WITH A HEARING IMPAIRMENT.

THE IT ENGINEER MUST DEVELOP SOFTWARE THAT IS ACCESSIBLE TO PEOPLE WHO HAVE VISUAL IMPAIRMENTS OR REDUCED MOBILITY.

STAFF MUST ENSURE THAT THE FACILITIES IN THEIR SCHOOL (E.G. TOILETS, ROOMS AND EQUIPMENT) ARE ACCESSIBLE TO CHILDREN WITH A DISABILITY.

THE PARENTS OF SOMEONE WITH AUTISM OR Down's SYNDROME HAS THE RESPONSIBILITY OF ENCOURAGING THEIR CHILD AND ENSURING THAT THEY GO TO SCHOOL.





DO NOT

- - CORRECT THE DEFICIT, BUT RATHER ENCOURAGE ACCESS BY ADAPTING THE ENVIRONMENT.

DO NOT

- - TRY TO FIX THE INDIVIDUAL, BUT RATHER TRY TO REMOVE THE BARRIERS THAT LIMIT THEIR INDEPENDENCE.



DO NOT

- ENCOURAGE THE PERSON WITH AN IMPAIRMENT TO ADAPT TO AN INACCESSIBLE WORLD, BUT RATHER DO WHAT YOU CAN TO MAKE THE WORLD MORE ACCESSIBLE TO THEM.

THE FACT THAT SOMEONE IS BIOLOGICAL DIFFERENT TO US DOES NOT MAKE THEM IMPERFECT, ILL OR FAULTY; RATHER THEY SIMPLE FUNCTION IN A DIFFERENT WAY TO ABLE-BODIED PEOPLE. THEIR BIOLOGICAL DIFFERENCES LEAD THEM TO DEVELOP STRATEGIES TO OVERCOME THE DISABLING BARRIERS THAT WE IMPOSED ON THEIR WORLD DUE TO OUR WRONG ACTIONS.

EQUATING DISABILITY WITH SOMETHING NEGATIVE OR WRONG IS A VALUE JUDGMENT THAT EASILY BECOMES ATTACHED TO AN INDIVIDUAL.

- IF WE ALL HAD MOBILITY REDUCED AND HAD TO USE A WHEEL CHAIR, THERE WOULD BE NO STAIRCASES. EVERYTHING WOULD BE BUILT WITH PLATFORM, RAMPS AND LIFTS.
- IF WE ALL HAD A HEARING IMPAIRMENT, SIGN LANGUAGE AND WRITTEN LANGUAGE WOULD BE OUR MAIN COMMUNICATION SYSTEM.
- IF WE ALL HAD A VISUAL IMPAIRMENT, WE WOULD USE OUR HEARING MORE; WE WOULD BUILD A WORLD THAT HAD FEWER IMAGES AND MORE SOUNDS. PERHAPS, A WRITTEN LANGUAGE WOULD BE REPLACE BRAILLE OR WE CREATE A NEW AUDITORY SYSTEM TO HELP US COMMUNICATE.

WE ALL BUILD AN INCLUSIVE CULTURE



WE ARE ALL RESPONSIBLE FOR CREATING SERVICES, ENVIRONMENTS AND A CULTURE THAT EMBRACES DIVERSITY AND DISABILITY AS PART OF THE HUMANITY.



EVERYONE CAN DO SOMETHING TO CONTRIBUTE TOWARDS THE INCLUSION OF DISABLED PEOPLE. ALTHOUGH WE MIGHT NOT DO THE SAME THING IN THE SAME WAY, ANY CHANGE IS A STARTING POINT TOWARDS THE RADICAL CHANGE THAT IS NECESSARY.

THE CHALLENGE, THEN, IS TO ACCEPT THAT CHANGE IS POSSIBLE IF PEOPLE ARE ABLE TO APPRECIATE A WHOLE DIVERSITY OF POSITIVE ACTIONS.



BASIC PRINCIPLES FOR CREATTING AN ENVIRONMENT THAT INCLUDES PEOPLE WITH IMPAIRMENTS.

- **EQUALITY:** ABLE-BODIED PEOPLE ARE NOT SUPERIOR TO THOSE WITH AN IMPAIRMENT. NOTHING MAKES YOU BETTER OR WORSE THAN ANY OTHER HUMAN BEING.
- **DIVERSITY:** RESPECT, TOLERATE AND ACCEPT DIFFERENCES BECAUSE WE ARE ALL PART OF HUMANITY.
- **BALANCE:** OFFER HELP AND ASSISTANCE TO THOSE WITH AN IMPAIRMENT, BUT DO NOT OVERPROTECT THEM TO THE POINT THAT THEY BECOME DEPENDENT.
- **FLUIDITY:** DON'T FEEL AFRAID OF OPENING UP TO A PERSON WITH A DISABILITY. BE YOURSELF, AND ALLOW THE PERSON WITH AN IMPAIRMENT TO BE HIMSELF / HERSELF TOO.
- **ETHICAL COMMITMENT:** WHEN YOU ARE DOING ANYTHING (FOR EXAMPLE, PROVIDING NEW INFORMATION TO YOUR CUSTOMERS), ALWAYS KEEP DISABLED PEOPLE IN MIND.



OUR JUDGMENTS ABOUT PEOPLE WITH IMPAIRMENTS REST ON OUR PERCEPTION OF THE RELATIONSHIP BETWEEN THEIR IMPAIRMENT AND THE BARRIERS THAT THEY FACE IN THEIR EVERYDAY LIFE. THEREFORE, A BETTER UNDERSTANDING OF THIS RELATIONSHIP WILL HELP US GAIN MORE AWARENESS OF DISABILITY ISSUES AND REDUCE OUR NEGATIVE PREJUDICES TOWARDS DISABLED PEOPLE.

WE NEED TO WORK WITH INDIVIDUALS WITH IMPAIRMENTS, THUS WE HAVE TO IDENTIFY VARIOUS DIFFERENT WAYS OF ADAPTING THEIR ENVIRONMENT SO THAT IT IS MORE WELCOMING TO THEM. THESE ADAPTATIONS WILL VARY DEPENDING ON THE EXPERIENCE OF THE PERSON WITH AN IMPAIRMENT, THE TYPE OF IMPAIRMENT THAT THEY HAVE AND THE PARTICULAR BARRIERS THAT THEY FACE.





How to talk to someone with disability

POLITICAL CORRECTNESS HAS LED US TO CHANGE INDIVIDUAL WORDS BUT NOT THE ACTUAL CONVERSATION THAT WE ARE HAVING WITH DISABLED PEOPLE. THERE ARE MANY WAYS TO REFER TO A PERSON WITH AN IMPAIRMENT, BUT WE NEED TO KEEP IN MIND THAT NOBODY LIKES TO BE STEREOTYPED ON THE BASIS OF THEIR ETHNICITY, SEXUAL ORIENTATION, OR THEIR PHYSICAL, PSYCHOLOGICAL OR MENTAL ATTRIBUTES. MOST OFTEN, IT IS BEST TO CALL SOMEONE BY A NAME; NOT A LABEL.

PEOPLE WITH IMPAIRMENTS ARE 'PEOPLE', AND THEY ARE DISABLED BY OUR ACTIONS OR OUR INACTION. OUR LANGUAGE MUST REFLECT UNDERSTANDING OF THE ISSUES THAT INDIVIDUALS WITH AN IMPAIRMENT FACE IN THEIR DAILY LIVES. PEOPLE-FIRST LANGUAGE EMPHASIZES THE PERSON, NOT THE DISABILITY. WE MUST REMEMBER THAT THE IMPAIRMENT DOES NOT DEFINE THE PERSON, SO IT DOES NOT MAKE SENSE TO USE THIS ONE ATTRIBUTE TO REFER TO A DIVERSE GROUP OF PEOPLE. IT IS ALSO IMPORTANT TO UNDERSTAND THAT PEOPLE WITH IMPAIRMENTS HAVE OFTEN BEEN DISCRIMINATED AGAINST FOR YEARS, SO THEY WILL HAVE THEIR OWN PREFERENCE ABOUT HOW OTHER PEOPLE SHOULD REFER TO THEM. YOU CAN ALWAYS ASK THE PERSON ABOUT HOW THEY WOULD LIKE TO BE HELPED.

ALWAYS

- PEOPLE WITH DISABILITIES
- HE HAS AN INTELLECTUAL DISABILITY
- MY SON HAS AUTISM
- SHE HAS DOWN SYNDROME
- HE HAS A LEARNING DISABILITY
- SHE HAS A PHYSICAL DISABILITY
- HE'S OF SHORT STATURE OR HE'S SHORT
- SHE HAS AN EMOTIONAL DISABILITY
- HE USES A WHEELCHAIR
- TYPICAL KIDS OR KIDS WITHOUT DISABILITIES
- SHE RECEIVES SPECIAL EDUCATION SERVICES / ADDITIONAL SUPPORT SERVICES
- ACCESSIBLE PARKING, BATHROOMS, ETC.
- SHE HAS A NEED FOR

NEVER

- THE HANDICAPPED OR DISABLED
- THE MENTALLY RETARDED
- MY SON IS AUTISTIC
- SHE'S A DOWNS KID, A MONOLOID
- HE'S LEARNING DISABLED
- SHE'S CRIPPLED
- HE'S A DWARF (OR MIDGET)
- SHE'S EMOTIONALLY DISTURBED
- HE'S WHEELCHAIR BOUND OR CONFINED TO A WHEELCHAIR
- NORMAL AND/OR HEALTHY KID
- SHE'S IN SPECIAL ED
- HANDICAPPED PARKING, BATHROOMS, ETC.
- SHE HAS A PROBLEM WITH

LITTLE CHANGES CAN MAKE A HUGE DIFFERENCE WHEN WE WORK WITH PEOPLE WITH DISABILITIES

Do not think that disability is something negative or wrong. This is a value judgment that leads to compassion and pity. We need to understand that disability is a phenomenon that is created when we neglect to consider people with impairments in our actions. Rehabilitation is the first step towards inclusion; the rest is about removing disabling barriers.

When offering assistance

- ASK FIRST: IT IS OK TO ASK BECAUSE NOT ALL PEOPLE WITH THE SAME DISABILITY NEED THE SAME TYPE OF ASSISTANCE.**
- CLARIFY THE ASSISTANCE DESIRED: MAKING ASSUMPTIONS ABOUT THE ASSISTANCE THAT DISABLED PEOPLE NEED IS NOT HELPFUL BECAUSE PEOPLE WITH IMPAIRMENTS HAVE DIFFERENT PREFERENCES.**

Welcoming People with Physical Impairment

- SOMEONE'S PERSONAL SPACE INCLUDES THEIR WHEELCHAIR, CRUTCHES, CANE OR OTHER MOBILITY AID. NEVER MOVE SOMEONE WITHOUT THEIR PERMISSION.**
- DO NOT PUSH A PERSON'S WHEELCHAIR OR TAKE THE ARM OF SOMEONE WALKING WITH DIFFICULTY WITHOUT FIRST ASKING IF YOU CAN HELP.**
- WHEN SPEAKING TO A PERSON USING A WHEELCHAIR FOR MORE THAN A FEW MINUTES, TRY TO FIND A SEAT FOR YOURSELF SO THAT THE TWO OF YOU ARE AT EYE LEVEL.**



Welcoming People who are Blind or Have Low Vision

- **DON'T ASSUME THAT HELP IS NEEDED. ALWAYS ASK BEFORE PROVIDING ASSISTANCE.**
- **NEVER PUSH, PULL OR GRAB A BLIND PERSON. THIS CAN BE FRIGHTENING, EMBARRASSING, OR EVEN UNSAFE.**
- **DON'T SHOUT. MOST PEOPLE WHO ARE BLIND HAVE NORMAL HEARING. SPEAK CLEARLY AND STRONGLY IF YOU KNOW THAT AN OLDER PERSON WHO IS BLIND OR HAS LOW VISION ALSO HAS A HEARING LOSS.**
- **INTRODUCE YOURSELF. NOT EVERYONE RECOGNIZES OR REMEMBERS VOICES.**
- **IDENTIFY YOURSELF WHEN ENTERING A ROOM AND LET THE PERSON WHO IS BLIND KNOW WHEN YOU ARE LEAVING. DON'T LEAVE A PERSON WHO IS BLIND TALKING TO AN EMPTY ROOM.**
- **DON'T LEAVE A PERSON WHO IS BLIND STANDING ALONE IN AN OPEN SPACE.**
- **DON'T HESITATE TO USE WORDS LIKE "SEE" AND "LOOK."**
- **GIVE EXPLICIT DIRECTIONS TO A BLIND PERSON, SUCH AS "ON YOUR LEFT," "TO THE RIGHT OF YOUR PLATE," "THREE BLOCKS NORTH."**
- **DO NOT SHAKE OR NOD YOUR HEAD OR USE HAND SIGNALS WITHOUT VERBALLY STATING WHAT YOU ARE INDICATING.**



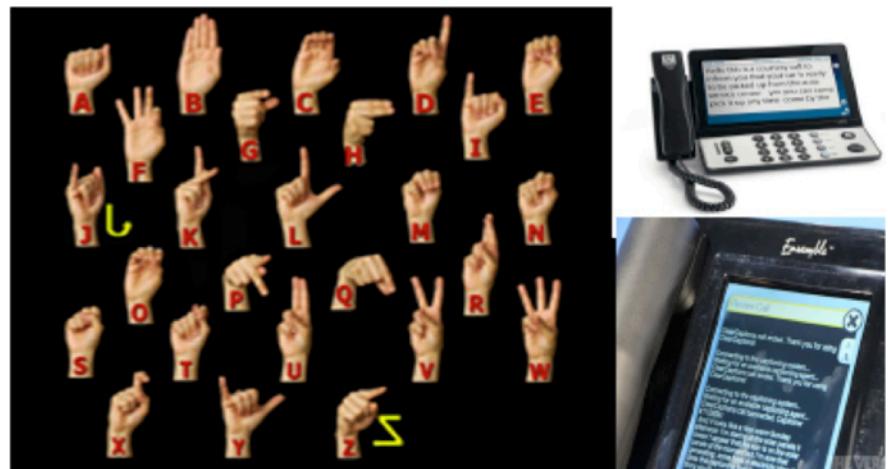
Sighted Guide Technique

THE PERSON WHO IS BLIND OR HAS LOW VISION HOLDS THE GUIDE'S ARM LIGHTLY ABOVE THE ELBOW AND ALLOWS THE GUIDE TO WALK ONE-HALF STEP AHEAD. THIS ALLOWS HIM OR HER TO FEEL AND FOLLOW THE GUIDE'S DIRECTION.

Welcoming People who are D/deaf or Hard of Hearing

- ASK THE PERSON HOW HE OR SHE PREFERENCES TO COMMUNICATE.
- IF YOU ARE SPEAKING THROUGH AN INTERPRETER, REMEMBER THAT THE INTERPRETER MAY LAG A FEW WORDS BEHIND. PAUSE OCCASIONALLY.
- TALK DIRECTLY TO THE PERSON WHO IS D/DEAF OR HARD OF HEARING, NOT TO THE INTERPRETER.
- BEFORE YOU SPEAK, MAKE SURE YOU HAVE THE PERSON'S ATTENTION AND THAT HE/SHE IS LOOKING AT YOU. A LIGHT TOUCH ON THE SHOULDER IS AN APPROPRIATE WAY TO GET ATTENTION. IF AN INDIVIDUAL USES LISTENING AND SPOKEN LANGUAGE, SAYING THE INDIVIDUAL'S NAME IS AN APPROPRIATE WAY TO GET HIS OR HER ATTENTION.
- SPEAK IN A CLEAR, EXPRESSIVE MANNER. DO NOT OVER ENUNCIATE OR EXAGGERATE WORDS, OR RAISE YOUR VOICE.
- THE GOAL IS COMMUNICATION; DON'T PRETEND TO UNDERSTAND IF YOU DID NOT. ASK THE PERSON TO REPEAT IT OR WRITE IT DOWN.
- INVITE THE PERSON TO WRITE DOWN WHAT HE / SHE WANTS TO SAY.
- IT MIGHT ALSO BE GOOD TO OFFER AN EMAIL ADDRESS FOR COMMUNICATION, IF THE PERSON AGREES.
- PEOPLE WHO ARE DEAF OR HARD OF HEARING MAY USE ASSISTIVE LISTENING DEVICES, HEARING LOOPS, AND CAPTIONED TEXTS. ONE OPTION IS CART (COMMUNICATION ACCESS REAL-TIME TRANSLATION, ALSO REFERRED TO AS REAL-TIME CAPTIONING; CAN BE DONE VIA THE INTERNET). OFTEN, YOUR VISITOR CAN VOICE FOR HIM OR HERSELF (EXPRESSIVE COMMUNICATION) AND USES CART TO UNDERSTAND WHAT OTHERS ARE SAYING, ESPECIALLY IN MEETINGS, WORKSHOPS, OR LARGE EVENTS.

IF THE PERSON USES SIGN LANGUAGE, AND YOU KNOW ANY SIGN LANGUAGE OR FINGERSPELLING, TRY IT.



Speech- or Lip-reading: Things to Remember

- IT IS IMPORTANT TO NOTE THAT NOT ALL D/DEAF INDIVIDUALS CAN LIP-READ.
- AT BEST IT IS ABOUT A 50% GUESS, WITH THE REMAINDER UNDERSTOOD THROUGH CONTEXT. SOMETIMES WORDS ARE MISSED AND MANY WORDS LOOK THE SAME ON THE LIPS, SUCH AS WHEN FORMING WORDS CONTAINING "F" AND "V", "S" AND "Z", "SH" AND "CH" AND "B", "M" AND "P". AS A RESULT, NAMES OF PEOPLE, PLACES, OR THINGS (WORDS THAT CANNOT BE "FIGURED OUT") SHOULD BE SPELLED OUT.
- MAKE SURE THERE IS LIGHTING ON YOUR FACE, AND KEEP YOUR HANDS AND OTHER OBJECTS AWAY FROM YOUR MOUTH.
- FACE THE PERSON DIRECTLY AND MAINTAIN EYE CONTACT. DON'T TURN YOUR BACK OR WALK AROUND WHILE TALKING.

Welcoming People with dementia and their families

WHEN FIRST MEETING A PERSON WITH DEMENTIA:

- BE OPEN HEARTED. PEOPLE WITH DEMENTIA RESPOND WELL TO GENUINE HOSPITALITY.**
- SPEAK DIRECTLY TO THE PERSON. ASSUME THAT HE/SHE IS CAPABLE OF RESPONDING.**
- WAIT FOR A RESPONSE. IT TAKES PEOPLE WITH DEMENTIA LONGER TO PROCESS INFORMATION, ESPECIALLY WHEN THEY ARE IN A NEW ENVIRONMENT.**
- Make eye contact with the person. Get to eye level. Shake hands upon greeting.**
- Introduce yourself. Ask, "And you are?"**
- Give clear directions to waiting areas, coat rooms, or restrooms (one at a time).**
- Use gestures to clarify directions.**



Welcoming People with Autism

- **AUTISM IS A BROAD-SPECTRUM DISORDER.** SOME PEOPLE WITH AUTISM ARE UNABLE TO VERBALIZE. IF A PERSON DOES NOT RESPOND TO A VERBAL QUESTION, ASSUME THEY UNDERSTOOD YOU, BUT MAY NOT BE ABLE TO SPEAK.
- **IF POSSIBLE, OFFER ANOTHER MEANS OF COMMUNICATION, SUCH AS PEN/PAPER, OR AN IPAD.**
- **MANY PEOPLE WITH AUTISM HAVE AUDITORY PROCESSING DIFFICULTIES.** DO NOT GIVE MULTI-STEP COMMANDS OR USE RUN-ON SENTENCES. STRAIGHTFORWARD, CLEAR REMARKS ARE BEST.
- **SOME PEOPLE WITH AUTISM ARE SENSITIVE TO TOUCH, AND SOME MAY REACT WITH INTENSITY WHEN TOUCHED.** STAFF AND SECURITY SHOULD BE AWARE OF THIS.
- **MANY PEOPLE WITH AUTISM APPEAR DISCONNECTED, MAY NOT MAKE EYE CONTACT, AND MAY ENGAGE IN SELF-STIMULATORY BEHAVIOUR ("STIMS") SUCH AS HANDCLAPPING OR ROCKING (AND SOME HAVE VERBAL STIMS).** DO NOT ASSUME THAT THEY ARE NOT TAKING EVERYTHING IN; THEY ARE.
- **PEOPLE MAY STIM FOR A VARIETY OF REASONS, SUCH AS BECAUSE THEY ARE IN AN UNFAMILIAR PLACE OR ARE EXCITED.** STIMMING MAY BE HOW THE PERSON WITH AUTISM REGULATES INCOMING SENSORY STIMULATION TO AVOID BEING OVERWHELMED BY STIMULI. DO NOT DISCOURAGE THEM – UNLESS, OF COURSE, IT PRESENTS A DANGER.
- **PEOPLE WITH AUTISM MAY HAVE VISUAL PROCESSING DIFFICULTIES.** IN PARTICULAR, SUDDEN AND UNEXPECTED MOVEMENT CAN BE DISTURBING TO THEM. SECURITY STAFF SHOULD AVOID RUSHING UP TO SOMEONE WHO, FOR INSTANCE, IS STIMMING.
- **CROWDS CAN BE CHALLENGING FOR PEOPLE WITH AUTISM.** THEREFORE, YOU SHOULD KNOW WHERE THERE IS A QUIET SPACE WHERE YOU CAN DIRECT SOMEONE WITH AUTISM, IF NEEDED. LOUD NOISES CAN BE DISTURBING AND, CONVERSELY, LOW-LEVEL NOISES, SUCH AS BUZZING FROM FLUORESCENT LIGHTS (WHICH ALSO MIGHT FLICKER) CAN BE BOthersome. BE AWARE THAT SOMETHING MOST PEOPLE MIGHT NOT REACT TO COULD BE AN ISSUE FOR A PERSON WITH AUTISM WHOSE SENSORY SYSTEM IS VERY SENSITIVE.
- **AT THE BEGINNING OF THE CONVERSATION, SET CLEAR PARAMETERS AND EXPLAIN HOW LONG YOU WILL BE DOING CERTAIN ACTIVITIES.**
- **REMINDERS ARE IMPORTANT AS WELL.** FOR MANY PEOPLE WITH AUTISM, TRANSITIONS CAN BE DIFFICULT, SO LETTING THEM KNOW THAT A TRANSITION IS COMING UP IS IMPORTANT.
- **ALERT PEOPLE IN ADVANCE IF YOU ARE ENTERING A SPACE WITH TOO MUCH LIGHT, LOUD NOISES OR ABRUPT ACTIONS.**

