

# Medical Model of Disability

Viewing disability as a problem of the person, directly caused by disease, trauma, or other health conditions which require sustained medical care.

# Social Model of Disability

Sees the issue of "disability" to be a socially created problem and a matter of full integration of individuals into a society.

# Economic Model of Disability

Defines disability by an individuals inability to participate in work.

# Functional Solutions Model of Disability

A practical perspective that identifies the limitations due to disability with the intent to create and promote solutions to overcome those limitations.



# Cultural Affiliation Model of Disability (Social Identity Model)

Refers to a sense of deriving one's personal identity from membership within a group of like-minded people.

# Charity Model

Regards people with disabilities as unfortunate and in need of assistance from the outside, with those providing charity viewed as benevolent contributors to a needy population.

# Color Blindness

A sensory disability that impairs a person's ability to distinguish certain color combinations.

# Blindness

Sensory disability resulting in near complete loss of vision.



# Low Vision

A sensory disability that impairs a person's vision past the point that corrective lenses can restore past 20/40 or 20/60.

# Deafness

The total or near loss of hearing.

# Hard of Hearing

Partially impaired hearing in one  
or both ears.

# DeafBlindness

The absence of both vision and hearing. Severely limits the sensory input possibilities of the individual to just touch, smell, and taste.



# Manual Dexterity/ Fine Motor Control

Limited motor/manual dexterity may cause difficulty with:

- Using equipment at work or school
- Communicating using emails, web, or blogs
- Storage and organization of data
- Using computer programs
- Engaging with elearning

# Dyspraxia

A specific learning difficulty that affects the brain's ability to plan sequences of movement.

# Ambulation

Physical and permanent disability to such a degree that the person is unable to move from place to place without the aid of a wheelchair.

# Intellectual Disability

A disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.



# Adaptive Behavior

The collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

# Social Skills

Self-esteem, gullibility, naivete, social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.

# Conceptual Skills

Language and literacy; money, time, and number concepts, and self-direction.

# Practical Skills

Activities of daily living  
occupational skills, healthcare,  
travel/transportation, schedules  
/routines, safety, use of money,  
use of telephone.



# Dyslexia

A brain-based type of learning disability that specifically impairs a person's ability to read.

# Dyscalculia

Severe difficulty in making arithmetical calculations as a result of brain disorder.

# Dysgraphia

Inability to write coherently, as a symptom of brain disease or damage.

# Attention Deficit/ Hyperactivity Disorder (ADHD)

A brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsive behavior that interferes with functioning or development.



# Language Based Learning Disability

A term used to cover several types of learning disabilities in which impaired language ability is the common characteristic.

# Apraxia of Speech

A speech disorder in which a person has trouble saying what they want to say correctly and consistently.

# Autism

General terms for a group of  
complex disorders of brain  
development.

# Speech Disabilities

A person with a \_\_\_\_\_ disability is maybe able to read, write, and understand language, but mouth structure or neuro-muscular connections do not allow the person to articulate words.



# Aphasia

An impairment of language,  
affecting the production or  
comprehension of speech and the  
ability to read or write.

# Reflex Epilepsy

Seizures are triggered by repetitive sounds, flashing lights, video games, or even touching certain parts of the body.

# Photosensitive Epilepsy

3% of people with epilepsy have this specific type. Exposure to flashing lights at certain intensities or to certain visual patterns can trigger seizures.

# General Seizures Disorder

The brains electrical activity is periodically disturbed, resulting in some degree of temporary brain dysfunction.



# Epileptic Seizures

These seizures have no apparent cause and occur repeatedly. These seizures are called a seizure disorder or epilepsy.

# Nonepileptic Seizure

These seizures are triggered by a disorder or another condition that irritates the brain.

# Focal Seizures

When seizures appear to result from abnormal activity in just one area of your brain.

Focal seizures without loss of  
consciousness

These seizures don't cause loss of consciousness. May alter emotions or change the way things look, smell, feel, taste or sound.



# Focal Dyscognitive Seizures

These seizures involve a change or loss of consciousness or awareness. During a complex partial seizure, you may stare into space and not respond normally to your environment or perform repetitive movements such as hand rubbing, chewing, swallowing, or walking in circles.

# Generalized Seizures

Seizures that appear to involve all areas of the brain.

# Absence Seizures

Characterized by staring into space or subtle body movements such as eye blinking or lip smacking. These seizures may occur in clusters.

# Tonic Seizures

Seizure that causes stiffening of  
your muscles



# Atonic Seizures

Cause a loss of muscle control,  
which may cause person to fall.

# Clonic Seizures

Repeated or rhythmic jerking muscle movements. These seizures usually affect the neck, face, arms, and legs.

# Myoclonic Seizures

Usually appear as sudden or brief jerks or twitches of arms and legs.

# Tonic-Clonic Seizures

Can cause an abrupt loss of consciousness, body stiffening and shaking, and sometimes loss of bladder control and tongue biting.



# Emotional Disabilities

One or more of the following characteristics over a long period of time, affecting a child's educational performance.

- Inability to learn that can't be explained by intellectual, sensory, or other health factors.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

# Behavioral Disability

Anxiety disorders, disruptive behavioral disorders, dissociative disorders, emotional disorders, pervasive developmental disorders.

# Multiple/ Compound Disabilities

Simultaneous impairments, the combination of which causes such severe educational needs.

Perceivable (Principle of  
accessibility)

Information and user interface components must be presentable to users in the ways they can perceive.

Content can't be invisible to all of their senses.



Operable (Principle of  
accessibility)

User interface and navigation components must be operable.

Interface cannot require interaction that a user cannot perform.

Understandable (Principle of  
accessibility)

The content or operation cannot  
be beyond their understanding.

Robust (Principle of accessibility)

Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assertive technologies.

As technology and user agents evolve, content should remain accessible.

# Universal Design for Learning

An approach to design that increases the potential for developing a better quality of life for a wide range of individuals.



# Principle 1: Multiple Means of Representation

Ensuring that different options are  
utilized when delivering  
instructional content to learners.

## Principle 2: Multiple Means of Action & Expression

Emphasizes the importance of learners being presented with various options to demonstrate their knowledge.

## Principle 3: Provide Options for Comprehension

Learners engage in an active process of transforming information into personalized formats that assist with info processing.

# Usability & User Experience

- Designing and evaluating optimal fitness for purpose.
- Commonalities between usability and accessibility.
- Differences between usability and accessibility.
- Accessibility solutions are equally effective and integrated, and substantially easy to use.



# The Universal Declaration of Human Rights

A common standard of achievements for all peoples and all nations. Set out, for the first time, human rights to be universally protected.

# Convention on the Rights of Persons w/ Disabilities

Adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

# The Marrakesh Treaty

Facilitated access to published works for persons who are blind, visually impaired, or print disable.

Creates a set of mandatory limitations and exceptions for the benefit of the blind, visually impaired, and print disabled.

# Civil Rights Law

Secures equal rights for people with disabilities by requiring social institutions to reduce or eliminate discriminatory disabling conditions in society.



# Procurement Laws

Address disabilities at the point of purchase by ensuring that products and services meet accessibility standards.

# Domain-specific Laws and Regulations

Some laws target specific technologies or specific domains of the economy.

# Management Champions

A leader with a vision, and can Strategy  
Align ongoing commitment and  
Sustainable integral accessibility  
throughout all projects and programs.  
Cross-Disciplinary Awareness,  
Collaboration, and Implementation  
Performance/Capability Maturity Model

# Accessibility: An Organization-wide Process Not A Project

Innovating for Accessibility  
Planning for Accessibility  
Retrofitting for Accessibility  
Maintaining Accessibility



# Integrating QA Throughout Your Accessibility Review Process

Fitness for Purpose: Strategic Alignment  
and Assessment● Reusable Design/Code  
Libraries

Quality Assurance Tools, Methods, and  
Protocols

Formative, Summative, and Continuous  
Evaluations

Expert Analysis and Consultation

# Recruiting, Hiring, & Accessibility Competencies

Recruiting and Integrating Employees  
with Disabilities

Recruiting Accessibility Talent

Workforce Development and Training

Accessibility-Related Roles,

Responsibilities, and Competencies

# Communication Management Strategies

Removing barriers and ensure inclusive communications to both internal and external audiences

Integrating accessibility communications standards

Ongoing training for people first and plain language

Ensuring accessible digital platforms and applications

Delivering accessible documents

Providing captioned and described time-based media

Utilize accessible data gathering tools

Understanding assistive technologies and how they are utilized

Taking advantage of the increased learning, influence, and potential that accessible communications provide to all audiences