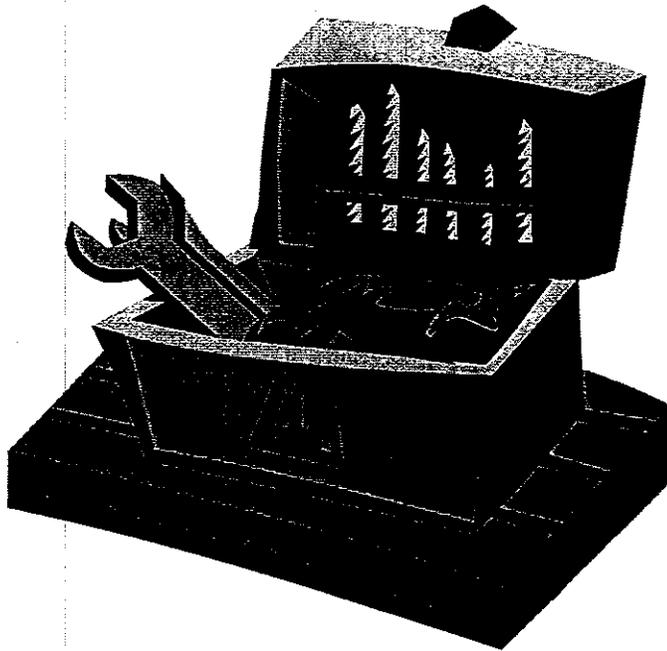


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Mobility International USA



Human Resources Toolbox

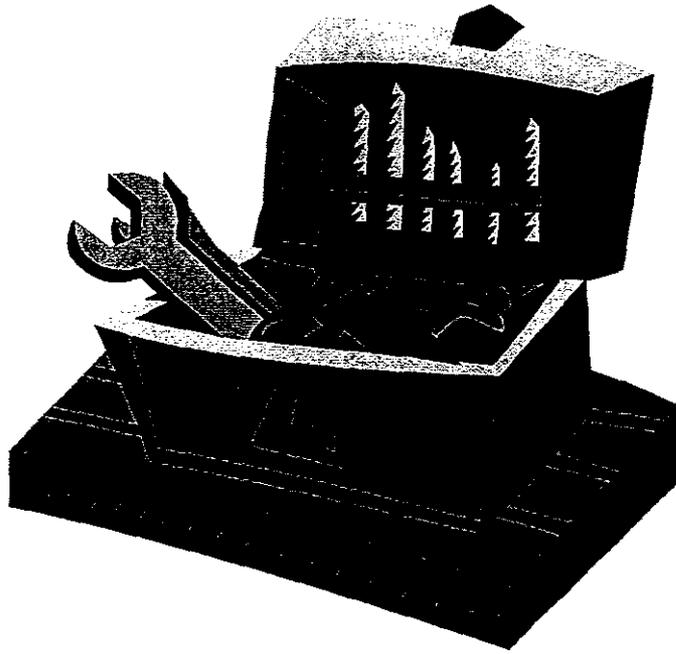
Building an Inclusive Development Community:

Gender Appropriate Technical Assistance to InterAction Member Agencies on
Inclusion of People with Disabilities

Sponsored by the United States Agency for International Development (USAID)



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Americans with Disabilities Act (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

ADA Title I: Employment

Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship. Religious entities with 15 or more employees are covered under title I.

Title I complaints must be filed with the U. S. Equal Employment Opportunity Commission (EEOC) within 180 days of the date of discrimination, or 300 days if the charge is filed with a designated State or local fair employment practice agency. Individuals may file a lawsuit in Federal court only after they receive a "right-to-sue" letter from the EEOC.

Charges of employment discrimination on the basis of disability may be filed at any U.S. Equal Employment Opportunity Commission field office. Field offices are located in 50 cities throughout the U.S. and are listed in most telephone directories under "U.S. Government."

For the appropriate EEOC field office in your geographic area, call:

(800) 669-4000 (voice)
www.eeoc.gov

(800) 669-6820 (TDD)

US Equal Employment Opportunity Commission (EEOC)'s mission is to eradicate employment discrimination and to increase knowledge about individual rights under the anti-discrimination laws among the public and employee groups. EEOC provides valuable information for employers including information on the employment of individuals with disabilities with small businesses, and the ways in which employer can comply with the ADA.

For information on how to accommodate a specific individual with a disability, call the Job Accommodation Network at:

(800) 526-7234 (voice/TDD) Fax: (304) 293-5407

1-800-ADA-WORK (800) 232-9675 ADA information

E-mail: jan@jan.icdi.wvu.edu Web: www.jan.wvu.edu

Job Accommodation Network (JAN) assists in the hiring, retraining, retention or advancement of persons with disabilities by providing accommodation information. JAN also has a résumé database of qualified job candidates with disabilities.

ADA Title II: State and Local Government Activities

Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.

Complaints of title II violations may be filed with the Department of Justice within 180 days of the date of discrimination. In certain situations, cases may be referred to a mediation program sponsored by the Department. The Department may bring a lawsuit where it has investigated a matter and has been unable to resolve violations.

For more information or to file a complaint, contact:

ADA Information Line – Department of Justice

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section - NYAVE
Washington, D.C. 20035-6738
(800) 514-0301 (voice) (800) 514-0383 (TDD) (202) 307-1198 (Fax)
Web: www.usdoj.gov/crt/ada/adahom1.htm

The US Department of Justice provides information on general and technical assistance regarding the ADA. A toll-free ADA Information Line allows organizations to ask about ADA requirement, order free ADA materials, and obtain information about filing a complaint.

Title II may also be enforced through private lawsuits in Federal court. It is not necessary to file a complaint with the Department of Justice (DOJ) or any other Federal agency, or to receive a "right-to-sue" letter, before going to court.

ADA Title II: Public Transportation

The transportation provisions of title II cover public transportation services, such as city buses and public rail transit (e.g. subways, commuter rails, Amtrak). Public transportation authorities may not discriminate against people with disabilities in the provision of their services. They must comply with requirements for accessibility in newly purchased vehicles, make good faith efforts to purchase or lease accessible used buses, remanufacture buses in an accessible manner, and, unless it would result in an undue burden, provide paratransit where they operate fixed-route bus or rail systems. Paratransit is a service where individuals who are unable to use the regular transit system independently (because of a physical or mental impairment) are picked up and dropped off at their destinations.

Questions and complaints about public transportation should be directed to:

Federal Transit Administration

U.S. Department of Transportation

400 Seventh Street, S.W.

Washington, D.C. 20590

Information, questions and complaints:

(888) 446-4511 (voice/relay) (202) 366-2285 (voice) (202) 366-0153 (TDD)

Documents and Questions:

(202) 366-1656 (voice/relay)

Legal Questions:

(202) 366-4011 (voice/relay)

ADA Title III: Public Accommodations

Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by title III.

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove

barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation's resources.

Courses and examinations related to professional, educational, or trade-related applications, licensing, certifications, or credentialing must be provided in a place and manner accessible to people with disabilities, or alternative accessible arrangements must be offered.

Commercial facilities, such as factories and warehouses, must comply with the ADA's architectural standards for new construction and alterations.

Complaints of title III violations may be filed with the Department of Justice. In certain situations, cases may be referred to a mediation program sponsored by the Department. The Department is authorized to bring a lawsuit where there is a pattern or practice of discrimination in violation of title III, or where an act of discrimination raises an issue of general public importance. Title III may also be enforced through private lawsuits. It is not necessary to file a complaint with the Department of Justice (or any Federal agency), or to receive a "right-to-sue" letter, before going to court.

For more information or to file a complaint, contact:

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section - NYAVE
Washington, D.C. 20035-6738

(800) 514-0301 (voice) (800) 514-0383 (TDD) (202) 307-1198 (Fax)
Web: www.usdoj.gov/crt/ada/adahom1.htm

ADA Title IV: Telecommunications

Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week. TRS enables callers with hearing and speech disabilities who use text telephones (TTY's or TDD's), and callers who use voice telephones, to communicate with each other through a third party communications assistant. The Federal Communications Commission (FCC) has set minimum standards for TRS services. Title IV also requires closed captioning of Federally funded public service announcements.

For more information about TRS, contact the FCC at:

Federal Communications Commission
445 12th Street, SW
7th Floor
Washington, D.C. 20554

Documents: (202) 857-3800 (voice) (202) 293-8810 (TDD)
Questions: (202) 418-0976 (voice) (202) 418-0484 (TDD)

MYTHS AND FACTS ABOUT THE AMERICANS WITH DISABILITIES ACT

MYTH: ADA suits are flooding the courts.

FACT: The ADA has resulted in a surprisingly small number of lawsuits -- only about 650 nationwide in five years. That's tiny compared to the 6 million businesses; 666,000 public and private employers; and 80,000 units of state and local government that must comply.

MYTH: The ADA is rigid and requires businesses to spend lots of money to make their existing facilities accessible.

FACT: The ADA is based on common sense. It recognizes that altering existing structures is more costly than making new construction accessible. The law only requires that public accommodations (e.g. stores, banks, hotels, and restaurants) remove architectural barriers in existing facilities when it is "readily achievable", i.e., it can be done "without much difficulty or expense." Inexpensive, easy steps to take include ramping one step; installing a bathroom grab bar; lowering a paper towel dispenser; rearranging furniture; installing offset hinges to widen a doorway; or painting new lines to create an accessible parking space.

MYTH: The government thinks everything is readily achievable.

FACT: Not true. Often it may not be readily achievable to remove a barrier -- especially in older structures. Let's say a small business is located above ground. Installing an elevator would not, most likely, be readily achievable -- and there may not be enough room to build a ramp -- or the business may not be profitable enough to build a ramp. In these circumstances, the ADA would allow a business to simply provide curbside service to persons with disabilities.

MYTH: The ADA requires businesses to remove barriers overnight.

FACT: Businesses are only required to do what is readily achievable at that time. A small business may find that installing a ramp is not readily achievable this year, but if profits improve it will be readily achievable next year. Businesses are encouraged to evaluate their facilities and develop a long-term plan for barrier removal that is commensurate with their resources.

MYTH: Restaurants must provide menus in Braille.

FACT: Not true. Waiters can read the menu to blind customers.

MYTH: The ADA requires extensive renovation of all state and local government buildings to make them accessible.

FACT: The ADA requires all government programs, not all government buildings, to be accessible. "Program accessibility" is a very flexible requirement and does not require a local government to do anything that would result in an undue financial or administrative burden. Local governments have been subject to this requirement for many years under the Rehabilitation Act of 1973. Not every building, nor each part of every building needs to be accessible. Structural modifications are required only when there is no alternative available

for providing program access. Let's say a town library has an inaccessible second floor. No elevator is needed if it provides "program accessibility" for persons using wheelchairs by having staff retrieve books.

MYTH: Sign language interpreters are required everywhere.

FACT: The ADA only requires that effective communication not exclude people with disabilities which in many situations means providing written materials or exchanging notes. The law does not require any measure that would cause an undue financial or administrative burden.

MYTH: The ADA forces business and government to spend lots of money hiring unqualified people.

FACT: No unqualified job applicant or employee with a disability can claim employment discrimination under the ADA. Employees must meet all the requirements of the job and perform the essential functions of the job with or without reasonable accommodation. No accommodation must be provided if it would result in an undue hardship on the employer.

MYTH: Accommodating workers with disabilities costs too much.

FACT: Reasonable accommodation is usually far less expensive than many people think. In most cases, an appropriate reasonable accommodation can be made without difficulty and at little or no cost. A recent study commissioned by Sears indicates that of the 436 reasonable accommodations provided by the company between 1978 and 1992, 69% cost nothing, 28% cost less than \$1,000, and only 3% cost more than \$1,000.

MYTH: The government is no help when it comes to paying for accessibility.

FACT: Not so. Federal tax incentives are available to help meet the cost of ADA compliance.

MYTH: Businesses must pay large fines when they violate the ADA.

FACT: Courts may levy civil penalties only in cases brought by the Justice Department, not private litigants. The Department only seeks such penalties when the violation is substantial and the business has shown bad faith in failing to comply. Bad faith can take many forms, including hostile acts against people with disabilities, a long-term failure even to inquire into what the ADA requires, or sustained resistance to voluntary compliance. The Department also considers a business' size and resources in determining whether civil penalties are appropriate. Civil penalties may not be assessed in cases against state or local governments or employers.

MYTH: The Justice Department sues first and asks questions later.

FACT: The primary goal of the Department's enforcement program is to increase voluntary compliance through technical assistance and negotiation. Under existing rules, the Department may not file a lawsuit unless it has first tried to settle the dispute through negotiations -- which is why most every complaint settles.

MYTH: The Justice Department never files suits.

FACT: The Department has been party to 20 suits under the ADA. Although it tries extensively to promote voluntary compliance, the Department will take legal action when entities continue to resist complying with the law.

MYTH: Many ADA cases involve frivolous issues.

FACT: The Justice Department's enforcement of the ADA has been fair and rooted in common sense. The overwhelming majority of the complaints received by the Justice Department have merit. Our focus is on fundamental issues related to access to goods and services that are basic to people's lives. We have avoided pursuing fringe and frivolous issues and will continue to do so.

MYTH: Everyone claims to be covered under the ADA.

FACT: The definition of "individual with a disability" is fraught with conditions and must be applied on a case-by-case basis.

MYTH: The ADA protects people who are overweight.

FACT: Just being overweight is not enough. Modifications in policies only must be made if they are reasonable and do not fundamentally alter the nature of the program or service provided. The Department has received only a handful of complaints about obesity.

MYTH: The ADA is being misused by people with "bad backs" and "emotional problems."

FACT: Trivial complaints do not make it through the system. And many claims filed by individuals with such conditions are not trivial. There are people with severe depression or people with a history of alcoholism who are judged by their employers, not on the basis of their abilities, but rather upon stereotypes and fears that employers associate with their conditions.

ADA RESOURCES:

ADA Regulations and Technical Assistance Materials:

<http://www.usdoj.gov/crt/ada/publicat.htm#Anchor-14210>

ADA Technical Assistance Program:

<http://www.adata.org/>

Information for Individuals and Communities:

<http://www.usdoj.gov/disabilities.htm>

U.S. Department of Justice ADA:

<http://www.usdoj.gov/crt/ada/adahom1.htm>

Disability Definitions

ADA Definition of Disability

The ADA has a three-part definition of "disability." This definition, based on the definition under the Rehabilitation Act, reflects the specific types of discrimination experienced by people with disabilities. Accordingly, it is not the same as the definition of disability in other laws, such as state workers' compensation laws or other federal or state laws that provide benefits for people with disabilities and disabled veterans.

Under the ADA, an individual with a disability is a person who:

- ✦ has a physical or mental impairment that substantially limits one or more major life activities;
- ✦ has a record of such an impairment; or
- ✦ is regarded as having such an impairment.

Please note: The ADA has been amended several times since its passage in 1990 and is undergoing continuous interpretation in the court systems. Contact your regional DBTAC at 1-800-949-4232 V/TTY for the most up-to-date information.

MIUSA Definition

A physical, mental, sensory or psychological impairment that may result in activity limitations and/or restrictions on family, social, civic or economic participation. In some cases, the activity limitation results from the attitudes of others rather than the actual impairment.

World Health Organization Definition

The term 'disability' represents the outcome of the interaction between impairments and the negative environmental impacts. Disabled people increasingly use the term 'impairment' to refer to individual functional limitations, disease or chronic illness whether physical, intellectual, sensory or hidden. Disability is a social construct not a description of a medical condition.

Disability Descriptions

✦ **Amputated or Short Limbs**

People with missing limbs are often referred to as amputees. A large number of amputations are the result of automobile, machinery or explosive accidents, such as landmines. Certain diseases, such as diabetes, may also necessitate amputations. Some people are born with limbs that are short or formed differently than usual.

✦ **Arthritis**

In arthritis, joints become inflamed and may become enlarged and painful to move, causing a loss of range of motion. Rheumatoid arthritis is a common type of arthritis which causes

disability. Rheumatoid arthritis is systemic, meaning that it affects all of the body systems, causing pain and fatigue. People with arthritis use medication for pain and inflammation. Other important ways of dealing with arthritis include getting enough rest and exercise and protecting joints by using crutches or electric wheelchairs.

✦ Blindness/Visual Impairment

People who are visually impaired have a wide range of abilities. There are many types and degrees of visual impairments. Someone who is describe as legally blind may be able to read large print and walk without mobility aids in many or all situations. Some individuals are able to perceive light and darkness and perhaps even some color, while others who are legally blind may not necessarily have any of these attributes.

It is impossible to generalize visual impairments into one problem with one solution. People with congenital visual impairments (impairments present from birth) may have learned skills in reading Braille and using tactile orientation aids. People who have lost their sight later in life may not use Braille and may have visual memories of color and scale that others do not.

The most important thing to remember is to ask the person who is blind/visually impaired how he or she would like to be assisted. Remember that the individual may choose not to be assisted at all.

✦ Cerebral Palsy

Cerebral palsy (often referred to as CP) is a neurological condition resulting from damage to the brain before, during or just after birth. Control of the muscles is affected, ranging greatly in type and degree of impairment. Depending on which part of the brain has been affected, one of the following may occur: increased or decreased muscle tone, spasms, involuntary movement, unique gait and mobility, impairment of sight and hearing or speech. The three main types are spastic---stiff and difficult movement; athetoid---involuntary and uncontrolled movement; and ataxic---unique sense of balance and depth perception. Once person may experience a mixture of these types of cerebral palsy.

✦ Cognitive Disabilities

In people described as cognitively disabled, learning ability develops at a slower-than-average pace. Reasoning and judgment capabilities may also develop at a delayed rate. For most people with cognitive disabilities, the ability to learn is not absent---they simply learn at a slower speed and with less ease. Some social skills may be impaired as well.

The range of capabilities in people with cognitive disabilities is probably greater than in any other disability group. The general public has great apprehension and misconceptions about people with cognitive disabilities.

When they are provided with appropriate support and adaptations, many people with cognitive disabilities are able to perform in a wide range of tasks and activities with nondisabled people. Others may require more structure and assistance.

✦ Emotional Disabilities

There are many situations or behaviors that may lead to labeling an individual as emotionally impaired. Other terms used include psychiatric illness/disability and mental illness. These

behaviors may develop as part of an individual's strategies for surviving in his or her particular environment.

✦ Epilepsy

Epilepsy is a term used to cover more than 20 different kinds of seizure disorders. Seizures may include convulsions, short periods of unconsciousness, distortion of the senses or loss of control over movement. Basically, seizures are classified by variations in severity, duration, frequency and warning of impending attacks. Three of the most common types are grand mal, petite mal and psychomotor seizures.

An individual's seizure threshold can be influenced by many things, such as emotional upsets, bodily discomfort, stress, hunger, environment, certain activities, tiredness or a change in medications. Some people who have epilepsy use medication to control their seizures, in combination with lifestyle accommodations like good nutrition and rest.

✦ Head Injuries

A head or brain injury is caused by trauma to the brain in the form of an accident, assault, infection or an incident resulting in deprivation of oxygen to the brain. A head injury may cause only temporary, mild effects, or may lead to permanent disability. Depending on the area and amount of damage, a head injury may affect physical abilities, cognitive abilities, speech, emotions or behavior. A person who has experienced a disabling head injury may display a wide range of effects, including paralysis, seizures, sensory difficulties, mood swings, depression or difficulty with remembering, learning or concentrating. Many people who become disabled as a result of head injury are able to return to active lives after recovery and rehabilitation. Helpful strategies for working with someone with a head injury include establishing routines, writing down important information and breaking complex tasks into simple steps.

✦ Hearing Impairments

Hearing impairments affect people of all ages and may occur at any age. The degree of loss ranges from mild to very significant. Each individual's adjustment to hearing loss is different, depending upon the degree and type of loss, the age of onset and individual coping skills. Some people with hearing impairments can be assisted by hearing aids, while other types of hearing impairments cannot be corrected.

People with mild hearing loss are able to function with little adaptation in group and individual conversations. People with more significant hearing impairments usually have difficulty understanding speech from a distance of more than a few feet and may not be able to follow group conversations without the aid of an amplifier. People with profound hearing impairments cannot understand spoken language by ear alone, even with amplification of sounds, and must use other methods for communication.

The two main approaches to language for Deaf or hard of hearing individuals in the United States are American Sign Language (ASL) and Manual or Signed English. American Sign Language (ASL) uses English words but has its own grammar, vocabulary and syntax. Manual or Signed English uses signs, but is based on English word order and grammar. Other methods of communication used by people who are Deaf or hard of hearing include fingerspelling and speech or lip reading. People who communicate with fingerspelling use signs representing each letter of the alphabet to spell out words and sentences. Those who use speech or lip reading are

able to understand conversations by interpreting lip movement, facial expression and other visual cues.

It is important to note that not all Deaf people choose to use sign language. Some prefer to be exclusively oral, reading lips and speaking for themselves.

✦ Learning Disabilities

“Learning disability” is an umbrella term used to discuss a wide range of information processing disorders that affect academic or experiential learning skills. Though by definition people with learning disabilities are of above-average intelligence, they may have trouble with reading, math, writing, orientation or other skills.

There are many different types of learning disabilities and it is very important to find out as much as possible about the strengths and weaknesses of each individual.

People with learning disabilities, with appropriate support, do attend college, enter every profession and lead active lives. Most learn ways to compensate for learning deficits by using accommodations such as calculators and tape recorders. Most people with learning disabilities can function effectively by avoiding problem areas or finding other ways to compensate for their learning disabilities.

✦ Mobility Impairments

Wheelchairs and electric scooters help increase mobility for many people with physical disabilities. People who use wheelchairs or scooters for mobility have many environmental concerns. Requirements include ramped entrances, elevators rather than stairs, adequate parking in convenient areas, level sidewalks with firm surfaces and wide aisles in stores, classrooms and other public places. Access to toilet facilities, drinking water, telephones, doors, tables and shelves are just some of the considerations to take into account when accommodating people who use wheelchairs.

Many people with upper- and lower-limb impairments or reduced stamina use electrically powered wheelchairs for mobility. Uneven surfaces, such as cobblestones, can cause a moving power chair to jolt, become erratic or malfunction. Uneven surfaces can also aggravate pain in some individuals.

✦ Multiple Sclerosis

Multiple sclerosis (often referred to as MS) is a chronic condition of the central nervous system characterized by a wide range of symptoms. MS is progressive and aggravated by stress and high temperatures, and an individual’s condition may vary from time to time. Symptoms may include partial to complete paralysis involving one or more limbs, visual or speech disturbances and, occasionally, memory changes or confusion.

Symptoms vary greatly from person to person and from time to time in the same person. In general, however, the typical pattern of multiple sclerosis is marked by periods of active disease called exacerbations and symptom-free periods called remissions. Others may experience a chronic progressive form of the disease. People who have MS may be especially concerned with stress, fatigue, nutrition, and temperature levels, as these may affect their physical condition.

✦ Muscular Dystrophy

Muscular dystrophy (MD) is a disability affecting the muscles which manifests itself in many different ways. MD causes gradual weakening of voluntary muscles. Muscular dystrophy itself is not fatal. However, with some types of muscular dystrophy, eventually muscles may cease to be able to perform their functions in respiration and circulation. Some types of MD are not progressive.

✦ Poliomyelitis

Poliomyelitis or polio is a disability caused by a virus that affects motor cells in the spinal cord. This virus destroys the nerve impulses in certain muscles. Residual effects of polio vary depending on the level of nerve damage. Some people experience only mild residual effects of the disease while others may have mobility impairments. Weakness in upper and lower limbs or other body systems may be a part of post-polio syndrome as well.

✦ Speech Impairment

Speech impairments are caused by many different types of diseases and disabilities. Some types of speech difficulties are present from childhood, while others may occur as the result of an accident or other trauma. The severity of speech impairments varies widely among those affected.

✦ Spina Bifida

Spina bifida is a congenital malformation of the spinal column in which some portion of the vertebra fails to form over the spinal cord, leaving it exposed. This can be corrected with surgery to some extent. Varying degrees of neurological impairment are associated with spina bifida. The effects of this disorder may include reduced leg strength as well as bowel and bladder control issues. People who have spina bifida may walk with crutches or braces, or may use wheelchairs.

✦ Spinal Cord Injury

When the spinal cord is damaged or severed, sensory and motor nerves are not able to send impulses below the level of the injury. Some individuals with spinal cord injuries may have reduced bowel or bladder control. Others may need to take extra care in protecting their skin. Paralysis may also affect responses to external stimuli like touch, temperature and pain. People with spinal cord injuries (and other types of paralysis) need to pay special attention to padding, posture and activities to avoid pressure sores.

People with spinal cord injuries are referred to either as quadriplegic if all limbs are fully or partially paralyzed, or paraplegic if two limbs are affected.

✦ Stroke

A stroke involves the destruction of brain tissue resulting from the rupture or blockage of a cerebral blood vessel or vascular insufficiency. Hemiplegia (paralysis on one side of the body) and speech impairment are common effects. Other people who have had strokes may also have mobility impairments. While the majority of people experiencing strokes are age 50 and over, younger people are also affected.

Hidden Disabilities

✦ Diabetes

People with diabetes are not able to effectively process glucose (sugar) from food into energy for daily activities. The most common types of diabetes are Type I or insulin-dependent and Type II or non-insulin-dependent diabetes. Type I diabetes usually appears in people under age 30, and requires regular doses of insulin through injections or an insulin pump, a planned diet, regular exercise and daily self-monitoring of blood glucose. Type II diabetes develops most often in adults and is managed through diet, exercise and monitoring of glucose levels. People with Type II diabetes may or may not use oral diabetes medication or insulin injections.

People who have well-controlled diabetes usually live active lives with few complications. Participants who are managing diabetes will need to take into account some of the integral parts of the travel experience which influence glucose levels and insulin sensitivity, including type and quantity of food, physical activity, stress, emotions, sleep schedules, temperatures and illness. On occasion, serious situations may arise which require immediate and sometimes emergency treatment. These include hypoglycemia (blood sugar that is too low) and insulin shock, which are treated by rapidly administering fast-acting forms of glucose. Ketoacidosis, a serious condition that happens when blood sugar levels get too high, may also occur. Ketoacidosis requires medical care, and is treated by giving fluids and insulin.

Symptoms of undiagnosed or untreated diabetes include excessive thirst, frequent urination, weight loss, unusual hunger, fatigue, and blurred vision. People who live with uncontrolled diabetes may develop long-term complications, including cardiac, circulatory, nervous system and renal problems or vision impairments.

✦ Environmental Sensitivity

Environmental sensitivity is a medical condition in which chemicals, dyes, perfumes and other pollutants have a severe and pronounced effect on an individual's immune system.

Sensitivities vary greatly from person to person. Reactions range from skin rashes and more severe allergic reactions to respiratory problem such as asthma. There is still much to be learned about environmental sensitivity in the medical community.

Psychiatric Disabilities Definition Mental Disability Rights International

Psychiatric disabilities, often referred to as mental illnesses, include a range of disabilities associated with the brain and/or with one's environment or life situation. Some psychiatric disabilities are believed to have a genetic or hereditary basis and to occur as a result of changes in the brain's biochemistry over time. These changes can be progressive over a lifetime, episodic, occasional, or occur only once in a person's life.

These psychiatric disabilities may be treated with medication such as mood stabilizers, antidepressants, and antipsychotics which can restore the brain to its previous level of functioning or at least lessen the severity of mood swings or other symptoms. It has also been shown, though this theory is still considered controversial, that some people may have episodes of even a severe form of psychiatric disability such as schizophrenia and then eventually recover without medications; this is believed to have been the experience of Nobel prizewinner John Nash. Many studies have shown that the most effective treatment for people with psychiatric disabilities is treatment with therapy or counseling in addition to medication.

Many people believe that consumer-controlled services, community-based services such as peer counseling, assistance with life skills, and assistance with finding housing and employment in one's community provided by other people who have experienced having a psychiatric disability and/or being labeled with psychiatric disabilities themselves, are the most effective in helping people to achieve recovery. Just as people with physical disabilities prefer the independence to choose how or whether they would like to be assisted, people who have psychiatric disabilities or are perceived to have psychiatric disabilities prefer to make independent individual choices regarding treatment or assistance.

Other psychiatric disabilities are believed to occur initially as a reaction to trauma or very stressful life events such as experiencing an abusive childhood, chronic illness, war, or sexual assault; while these disabilities may lead to biochemical disturbance over time, they are often treatable with therapy alone but sometimes also with medications. Post-traumatic stress disorder (PTSD) is one example of a severe form of trauma-related psychiatric disability.

Some people who have been labeled with psychiatric disabilities consider the label itself a disability. People who do not have psychiatric disabilities may be labeled as mentally ill due to other reasons including being outside the social norm in some way. People who have chronic psychiatric disabilities, or who had a psychiatric disability at one point in their lives, or who are simply perceived to have a psychiatric disability, regardless of the basis for this perception, typically face discrimination in every aspect of their lives in every culture worldwide. Like many people with physical disabilities, many people with psychiatric disabilities believe this discrimination in areas such as education, employment, housing, civil rights, and social opportunities is more disabling than the disability itself. Often, people with psychiatric disabilities are denied freedom of self-determination and choice through legal mechanisms such as involuntary institutionalization, involuntary outpatient commitment, or other forced treatment, and psychiatric survivors have mobilized against these measures.

While psychiatric disabilities can be debilitating, many people with psychiatric disabilities have positive traits which are believed to be part of the genetic heritage associated with the propensity for a psychiatric disability and/or to be a result of the coping skills people with psychiatric disabilities develop in response to societal discrimination and stigmatization. For example, these traits include artistic skills, mathematical skills, and high levels of intelligence and creativity. Many famous writers, composers, artists, mathematicians, and political leaders are believed to have had psychiatric disabilities. Consequently, people with psychiatric disabilities may question whether their disability is in fact a disabling condition or instead a case of being differently able or perceiving the world differently than the so-called norm.

The symptoms and severity of psychiatric disabilities vary widely according to the particular diagnosis and the particular individual. For major depression (unipolar depression), which up to

20% of the world's population may experience at some point in their lifetime, people often experience prolonged and extreme sadness, loss of interest in previously enjoyed activities, problems with sleep, concentration, and appetite, suicidal ideation, and in some cases suicide attempts. One form of depression called seasonal affective disorder (SAD) varies according to an individual's degree of sensitivity to the differing periods of daylight associated with seasonal changes.

Bipolar disorder, which affects 1% of the population, is characterized by mood swings from mania to major depression, which may be rapid cycling or also include periods of stability. Just as the severity of unipolar depression or bipolar depression may vary from individual to individual or episode to episode, the severity of mania also varies. Persons experiencing mania may develop elevated mood or euphoria, irritability, prolonged periods of high energy without sleeping, racing thoughts and rapid speech, impaired decision making or behavior atypical of the individual such as shopping sprees, and heightened creativity.

People with schizophrenia, another major mental illness experienced by a small segment of the population, may experience episodes of impaired decision making, difficulty with managing emotions, fear, auditory and/or visual hallucinations, paranoia, delusions, and other symptoms of psychosis.

Psychiatric Disabilities

Some people who have been labeled with psychiatric disabilities consider the label itself a disability.

* The following information has been adapted from Job Accommodation Network, National Alliance for the Mentally Ill and Center for Psychiatric Rehabilitation, Boston University.

- **Anxiety disorders**

Anxiety disorders are characterized by severe fear or anxiety associated with particular objects and situations. Anxiety disorders include panic disorder, post-traumatic stress disorder (PTSD), obsessive-compulsive disorder (OCD), generalized anxiety disorder, and phobias (social phobia, agoraphobia, and specific phobias).

- **Panic disorder**

The sudden onset of paralyzing terror or impending doom with symptoms that closely resemble a heart attack.

- **Post-traumatic stress disorder**

A psychological syndrome characterized by specific symptoms that result from exposure to terrifying, life-threatening trauma such as an act of violence, war, or a natural disaster.

- **Obsessive-compulsive disorder**

Persistent distressing thoughts (obsessions) that a person attempts to alleviate by performing repetitive, intentional acts (compulsions) such as hand washing.

- **Phobias**

Excessive fear of particular objects (simple phobias), situations that expose a person to the possible judgment of others (social phobias), or situations where escape might be difficult (agoraphobia).

- ◆ **BiPolar disorder**
Bipolar disorder (manic depression) is a brain disorder involving episodes of mania and depression. It causes extreme shifts in mood, energy, and functioning.
- ◆ **Depression**
Depressive disorders affect a person's mood, concentration, sleep, activity, appetite, social behavior, and feelings. Depressive disorders come in different forms, the most common being major depression (unipolar depression).
- ◆ **Major depression**
An extreme or prolonged episode of sadness in which a person loses interest or pleasure in previously enjoyed activities.
- ◆ **Dysthymia**
Continuous low-grade symptoms of major depression and anxiety.
- ◆ **Seasonal affective disorder (SAD)**
A form of major depression that occurs in the fall or winter and may be related to shortened periods of daylight.
- ◆ **Schizophrenia**
Schizophrenia impairs a person's ability to think clearly, manage his or her emotions, make decisions, and related to others. People with schizophrenia suffer terrifying symptoms that often leave them fearful and withdrawn.

Tips for appropriate language

Guidelines for terms referring to people with disabilities

Avoid	Appropriate
Abnormal, subnormal. Negative terms that imply failure to reach perfection.	Specify the disability.
Afflicted with. Most people with a disability don't see themselves as afflicted.	Say the "person has (the disability)."
Birth defect, also congenital defect, deformity.	Say the "person with a disability since birth," or "person with a congenital disability."
Blind (the), Visually impaired (the).	Say "person who is blind," or "person with a vision impairment."
Confined to a wheelchair, wheelchair-bound. A wheelchair provides mobility not restriction.	Say "uses a wheelchair."
Cripple, crippled. These terms convey a negative image of a twisted, ugly body. Avoid.	Say "has a physical or mobility disability."
Deaf (the). People who are deaf are those who identify as a part of the deaf community or who use sign language.	"The Deaf community" is only appropriate when referring to the community. When speaking about an individual say "person who is Deaf."
Deaf and dumb. Inability to hear and speak. Does not imply any intellectual disability. Avoid.	Say "hearing impaired." Lack of speech usually results from impaired hearing.
Defective, deformed. Degrading terms. Avoid.	Specify the disability.
Disabled (the).	Say "people with a disability."
Dwarf. Negative connotation.	Say "short statured person."
Epileptic.	Say "person with epilepsy."
Fit, attack, spell.	Say "seizure."
Handicapped (the).	Say "person with a disability" unless referring to an environmental or attitudinal barrier, in such cases "person who is handicapped by a disability" is appropriate.

Avoid	Appropriate
Insane, also lunatic, maniac, mental patient, mentally diseased, neurotic, psycho, psychotic, schizophrenic, unsound mind, etc. Derogatory terms. Avoid.	Say "person labeled with a psychiatric disability" or specify the condition.
Invalid. The literal sense of the word is "not valid." Avoid	Say "person with a disability."
Mentally retarded, also defective, feeble minded, imbecile, moron, retarded. Offensives, inaccurate terms. Avoid.	Say "person with a mental or developmental disability."
Mongol. Outdated and derogatory.	Say "has Down Syndrome."
Patient. Only use in context of doctor/patient relationship or in hospital.	Say "person with a disability."
Spastic. Usually refers to a person with cerebral palsy or who has uncontrollable spasms. Derogatory, often term of abuse. Should never be used as a noun.	Say "person with a disability."
Special. Over and often inappropriately used term, for example, "a special person," "a special story," "a special achievement."	Describe the person/event/achievement as you would normally.
Suffers from, sufferer, stricken with. Not all people with disabilities actually suffer. These terms should not be used indiscriminately.	Say "person with a disability."
Vegetative. Offensive and degrading.	Say "in a coma," "comatose," or "unconscious."
Victim. People with a disability are not necessarily victims and prefer not to be perceived as such.	Say "has a disability."

Adapted from:

For further information contact:

Disability Program
Department of Families, Youth
and Community Care
GPO Box 806,
Brisbane Qld 4001

Telephone: 3224 8045
Freecall: 1800 177 120
(outside Brisbane)
TTY: 3224 8021
Website: www.families.qld.gov.au



Acknowledgements: Disability Council of NSW, Joan Hume, Cathy Wilcox

Alternative Formats

For people who are Blind or Visually Impaired

To accommodate people who are blind or have a visual impairment, international development organizations can use alternative formats to facilitate communication.

ALTERNATIVE FORMATS AT-A-GLANCE

- ✦ Large print
- ✦ Audiocassette
- ✦ Braille
- ✦ Floppy disk
- ✦ CD-ROM
- ✦ Making material available over the Internet
- ✦ Specially-encoded files on disk to be read with a Braille display.

Use of Alternative Formats in the United States and Abroad

The least expensive to produce is large print; the most expensive is Braille. Less than 10% of the visually impaired population in the United States reads Braille proficiently enough to prefer information in this format. Documentation in Braille is generally produced only upon request.

By contrast, the European and Asian visually impaired communities use Braille much more heavily than do their United States counterparts. Braille should be considered when preparing general materials in alternative formats for international use. For countries with less access to technology, personal readers or audiocassette tapes may be more common. When possible, ask the specific person what type of alternative format he or she prefers.

Types of Information to Provide in Alternative Formats

All vital documentation should be made available to staff members with disabilities in a format they can access independently, and may include:

- ◆ All contact information for the organization in the form of business cards or flyers.
- ◆ Descriptions of the types of programs, projects and/or services provided by the organization in the form of brochures, pamphlets and application materials.
- ◆ Any legal documentation associated with the programs and/or services provided by the organization.
- ◆ Organizational policies relevant to staff.

Guidelines for Alternative Formats

✦ Large Print

The simplest alternative format to produce, large print is widely used to convey information to people with low vision. When using a photocopier to enlarge a paper document, ensure that the paper upon which it will be printed is large enough to capture all of the information without cutting off the edges of the document or the ends of the lines on the document. When producing a document in large print, consider:

Point size: While the legal limit for large print is 14-point type, most large-print readers consider this to be too small. Therefore, most large print documents should be produced with the body text in 18-point type and major headings in 24-point type.

Font type: People who have been readers of regular print in the past tend to prefer serif fonts such as Times New Roman or Helvetica. However, people who have always read large print tend to prefer sans-serif fonts such as Arial. (The official large print font of the Library of Congress is Times Roman.) Therefore, large print documents may best meet most people's needs if produced with major headings in Arial and with body text in Times New Roman. Italics should be avoided if possible; bolding and underlining can be substituted.

Paper contrast: While most regular print is produced on paper with a gray or yellow cast because it is easier on the eyes than true white, people with low vision find print on off-white paper difficult to read. Therefore, large print documents should be produced on true white paper with highly contrasting print.

✦ Audiocassette

Next to large print, audiocassette is probably the most commonly used alternative format in the United States. Generally speaking, a document can be read onto a standard cassette and duplicated for distribution to individuals with visual impairments at a fairly low cost. When producing materials in audio, consider:

Graphical content: Depending on the nature of the graphics in a document, it may or may not be possible (or practical) to include descriptions of them in the audio version of the document, and they may already be described in the body of the text. A general rule is to include any information that is in tables or picture captions. However, maps and flow charts should be generally omitted because they are extremely difficult to convey with words. In this case, the reader should note any omission for the listener.

Four-tracking: While commercial cassette players can play a single track on each side of a cassette, the specially designed players developed for visually impaired people can play two tracks per side of a cassette. This means that each tape can actually contain four tracks of material, thus reducing the number of cassettes needed to produce a lengthy document on cassette. However, not all exchange participants possess or have access to a four-track player. So the choice of

producing an audio recording on four-track or commercial two-track player should be made with the intended audience specifically in mind.

Speed:

Even more important than the issue of four-tracking is the issue of speed. Many players can record at a slower-than-normal speed. The Library of Congress standard recording speed is 15/16ths inches per second (ips), while the standard commercial recording speed is 1-7/8ths ips. If a player cannot play at 15/16ths, it cannot play a recording that was produced at that rate. Therefore, such a recording may not be accessible to all individuals wishing to listen to it. As with four-tracking versus two-tracking, the choice of recording at 15/16ths or 1-7/8ths should be made with the intended audience in mind to ensure that all individuals wishing to listen to the recording can do so.

Type of producer:

The clarity of the recording, proficiency of narrator and delivery of the content are critical to assure a usable product. Therefore, many organizations choose to outsource the recording of their documents. While numerous volunteer organizations around the country can record documents on demand, the quality of the finished product can vary widely. The choice of producer should be made based on the expected need of the staff.

✦ Braille

As a rule, producing a document in Braille is the most expensive alternative format. However, it is an option worth considering, especially when the intended audience may include DeafBlind people, since Braille may be their only means of accessing written materials. (Some DeafBlind individuals may have access to technology that would allow them to utilize floppy disks as well.) Braille also is a good option if the visually impaired person will need to refer to the document during a meeting, such as with a meeting outline or agenda.

In the United States, Grade II Braille is the most widely accepted form of Braille. However, when documentation is converted into Braille for international individuals' use and is in English, the Grade I equivalent of that language should be used since that is more common outside of the United States. When the documentation is translated into a particular language, Grade I or Grade II Braille in that specific language may be used. The decision should be made based on the Braille skills of the staff, that can be estimated by consulting with blind schools or organizations in the country. When producing a document in Braille, consider:

Size of the document:

It generally takes three to four Braille pages to equal one print page. Braille may be inexpensive for a small document, but it can be a significant cost for a lengthy print document. Furthermore, a lengthy print document produced in Braille may make up several volumes of Braille, making the finished product very thick for practical use. Therefore, it may be more efficient to produce a lengthy document in Braille only upon request.

Frequency of updating:

If a document (especially a longer document) tends to be updated frequently, it may not be practical to produce it in Braille due to the cost of Braille production. It may make more sense to produce such a document in Braille only upon request.

Type of paper:

There are several grades of Braille paper (including 24-pound, 100-pound, and Thermoform). While 24-pound paper is the cheapest option, it is also the least durable. Braille magazines tend to be produced with 24-pound paper, while hard-cover textbooks tend to be produced with 100-pound paper. Thermoform, a plastic paper, produces very durable Braille but is difficult to read, physically heavier and much more expensive. If the document is meant for long-term use and is unlikely to need updating, the best option is probably 100-pound paper; if the document is meant for short-term use and/or is likely to need frequent updating, 24-pound paper might serve best.

Size of paper:

Braille paper can measure 8.5 by 11 inches or 11 by 11.5 inches. For easier storage in file folders and mailing in standard envelopes, organizations may choose to select the 8.5 by 11 inch paper, unless the other size has been requested by an individual.

Production costs:

Braille is more expensive to produce than all the other alternative formats because it requires special equipment, software and a trained transcriber or producer to assure a quality product. Cost varies widely, depending on volume, size of document, type of paper and producer. In-house production may be cheaper in the long run, because equipment, software and training of a staff member to do the work are all one-time costs. The choice of in-house versus outsourcing should be made based on the expected need.

Type of producer:

Many organizations choose to outsource Braille production. The major Braille publishing house in the United States offer volume discounts and individual pricing. While independent small producers offer less expensive pricing, they may not have the resources to do the work as quickly or as professionally as a major publishing house. The choice of producer should therefore be made based on all the criteria mentioned above and located by reviewing the information provided in the Resources section.

The National Library Service for the Blind and Physically Handicapped (NLS) has extensive resources on providing alternative formats. For further information, call NLS at 1-800-424-8567 or see <http://durburysystems.com/resource.asp>.

✦ Floppy Disk

Since most documents today are produced electronically before they are ever printed, it is generally a simple, inexpensive process to produce such a document on disk for people with a visual impairment. When producing a document on floppy disk, consider:

File format: While Microsoft Word is generally used in the United States as a word processor, not all exchange participants may possess or have access to this particular software. ASCII text file format produces a document without frills (no boldfacing, graphics, varying font types, etc.), but ASCII text files can be read by virtually all word processing software. Therefore, documents to be distributed on floppy disk should be converted into ASCII text files unless it is known that the exchange participant base can read documents in a particular file format. Rich text format (RTF) should be

avoided since people using a screen reading program will not be able to access files in this format.

Organization of files:

Depending on the size and nature of a document, it may be practical to organize the document into smaller, more manageable, pieces. This is especially true when the document contains several sections or chapters. Generally speaking, a floppy disk should contain a file called "contents," containing the document's table of contents. In addition, a floppy disk version of a document may contain a file called "cover" or "contact," containing the cover page or contact information for the organization.

Document layout:

Screen reading programs still have a tough time figuring out tabular information, flow charts, and so on. When a document is converted into ASCII text files, much, if not all, of this formatting is lost. Therefore, when a document is distributed to an individual with disabilities who will be accessing information with a screen reading program, the document should be reformatted to remove complex layouts; otherwise, the document may be somewhat difficult to access.

Equipment, Skills, and Training Requirements

When an organization chooses to acquire equipment for producing its own documentation on audiocassette or in Braille, there are several factors to consider. These include not only what equipment to buy but also who will run it, maintain it and update it, as well as how duplication and distribution of the information will be handled.

◆ **For Larger Print**

Most commercial printers are capable of producing large print, and most word processors can be made to format a document for large print. In this case, equipment and costs for this alternative format are minimal. Operation and maintenance of the printer is no different than normal printing, so any member of the staff familiar with printing from a word processor should be able to handle it.

◆ **For Audiocassette Recording**

Decide whether to record on a commercial cassette recorder or a specially adapted one. The specially adapted recorders can record up to four tracks and record at 15/16ths ips. The cost of commercial machines varies greatly from inexpensive models to be found at the nearest discount store to professional-quality models found only in specialty stores.

The specially adapted tape recorders are available from many of the organizations that sell adaptive equipment. Preferred machines for heavy use include several models from the American Printing House for the Blind.

Although not all visually impaired individuals have access to specially adapted cassette players, the Library of Congress can make such players available to any print-impaired person upon request. Contact local public libraries or regional Talking Book libraries for information on how to obtain these players.

Operations and maintenance of tape recorders—whether commercial or adapted ones—is basic. Nevertheless, a member of the staff should be designated to be responsible for knowing how to operate it, when to clean it and where to send it in for repair. Generally, maintenance involves cleaning the heads from time to time, and repairs can usually be handled by the manufacturer.

In addition to obtaining the right recorder for the organization's recording needs, a staff member should be trained in how to narrate documentation on tape. While this may seem an unnecessary step, there are several things to keep in mind that untrained readers may not be aware of:

- ◆ The reading speed should be well-paced to accommodate people who may be hearing-impaired as well as print-impaired.
- ◆ Proper names and locations, as well as acronyms and unusual abbreviations, should always be spelled the first time they are read in a document.
- ◆ When possible, sections of the document should be indicated by a pause or a tone to make it easier for the listener to find distinct areas of the document.
- ◆ Background noise should be minimal or removed from a recording to avoid distractions that may make the document difficult for the listener to absorb.

◆ **For Braille**

Braille embossers are quite costly, noisy and can require high maintenance. Their prices range according to quality of Braille and speed – from the low-end Braille Blazer manufactured by Blazie Engineering (around \$1,200) to the high speed Juliet-Pro manufactured by Enabling Technologies (over \$12,000).

Some embossers can produce Braille on only one side of the page; others can produce interpoint Braille (that is, Braille on both sides of the page). While interpoint Braille is clearly more economical, embossers that can produce it tend to be more expensive.

There is no getting around it: embossers are noisy. Even a “quietizer,” a cabinet intended to soften the sound of the printer at work, cannot significantly reduce the noise made by an embosser. Most staff will have a tough time adjusting to the noise level. So if an organization chooses to have a Braille embosser on site, it should be prepared to set aside a room (a storeroom or seldom-used conference room) to house the unit.

Paper for the embosser is an issue as well. Some embossers can work only with 8.5 by 11-inch paper while others can accommodate 11 by 11.5-inch paper. Also, the quality of the Braille differs on different weights of paper and different embossers. So decisions about paper should be made depending on the volume the organization expects to generate, the lengths of documents and the process of distributing them.

In addition to the embosser, Braille translation software is needed to convert word processed documents into properly formatted Braille. There are several such programs on the market, but most producers use the Duxbury Braille Translator from Duxbury Systems. (MegaDots from the Braille Planet was another option up until the summer of 1999 when Duxbury Systems and the Braille Planet merged into a single entity.)

The Duxbury Braille Translator can format most word-processed documents into readable Braille, usually with appropriate Braille formatting. However, when documents have complex layouts, fine-tuning should be done to assure a quality Braille document.

Finally, the Duxbury Braille Translator can accommodate Braille graphics and foreign language Braille, so this software is especially effective for organizations that need to produce documents for international use.

In addition to obtaining the right Braille embosser, Braille translation software and paper for an organization's Braille needs, a staff member should be trained to run the Braille translator on documents and perform quality control on them before Braille. It is important to proofread a document that has been run through the translator. The software allows one who does not know Braille to visually do this on the screen; however, for the most accurate proofreading, a person who knows Braille should review the printed document. Even simply formatted documents can have improper Braille formatting due to a hitch in the Braille translator's programming. Unfortunately, most organizations that opt for producing their own Braille have limited knowledge of proper Braille formatting. This can easily be resolved by using the skills of a proficient Braille reader to assure quality results.

◆ **For Floppy Disk**

The cost of equipment is minimal since floppy disks are widely available. Staff members should be made responsible for knowing how to convert documents into ASCII text files, how to remove complex layouts from the documents and how to reorganize the document into manageable files on the floppy disk.

Resources

The following is a listing of some resources for equipment, training, website accessibility information, Braille and audio description or closed captioning producers. Most manufacturers and producers have websites that can provide detailed information about their products and services. Also consider checking with your local Commission for the Blind office or Independent Living Center for local service providers.

American Foundation for the Blind

11 Penn Plaza, Suite 300
New York, NY 10001
Tel: (212) 502-7600
Web: www.afb.org

Associated Services for the Blind

919 Walnut St.
Philadelphia, PA 19107
Tel: (215) 627-0600
Web: www.libertynet.org/asbinfo

American Printing Hours for the Blind

1839 Frankfort Ave.
Louisville, KY 40206
Tel: (502) 895-2405

Blazie Engineering

105 East Jarrettsville Rd.
Forest Hill, MD 21050
Tel: (410) 893-9333
Web: www.blazie.co

Braille Institute of America
741 N. Vermont Ave.
Los Angeles, CA 90029
Tel: (323) 663-1111 or
(800) 272-5443

Braille International, Inc.

3290 S.E. Slater St.
Stuart, FL 34997
Tel: (561) 286-8366

**Captioned Films for the Deaf
Modern Talking Pictures Services**

5000 Park St. North
St. Petersburg, FL 33709
Tel: (800) 237-6213 (V/TTY)

Clovernook Printing House

7000 Hamilton Ave.
Cincinnati, OH 45231-5297
Tel: (888) 234-7156
Web: www.clovernook.org

Descriptive Video Service WGBH

125 Western Ave.
Boston, MA 02134
Tel: (637) 300-3490
E-mail: dvs@wgbh.org
Web: www.wgbh.org

Duxbury Systems, Inc.

270 Littleton Rd., Unit 6
Westford, MA 01886-3523
Tel: (978) 692-3000
Web: www.duxburysystems.com

Educational Tape Recordings for the Blind

3915 W. 103rd St.
Chicago, IL 60639
Tel: (312) 445-3533

Enabling Technologies

1601 Northeast Braille Pl.
Jensen Beach, Florida 34957
Tel: (561) 225-DOTS (3687)

HotBraille.com, Inc.

Free Web-based Transcribing Service
Web: www.hotbraille.com

National Braille Press

88 St. Stephen St.
Boston, MA 02115
Tel: (617) 266-6160
Web: www.nbp.org

National Captioning Institute

5203 Leesburg Pike, Suite 1500
Falls Church, VA 22041
Tel & TTY: (800) 999-0958

**National Library Service for the Blind and
Physically Handicapped**

Library of Congress
Washington, DC 20542
Tel: (202) 707-9275
Web: www.loc.gov/nls

Potomac Talking Books Services, Inc.

4940 Hampden Lane, Suite 300
Bethesda, MD 20814
Tel: (301) 907-3822
E-mail: research@cutt.com

Recordings for the Blind and Dyslexic

20 Roszel Rd.
Princeton, NJ 08540
Tel: (800) 221-4792
Web: www.rfbd.org

Usability.gov

<http://usability.gov/accessibility>

Accessible Communication for people who are Deaf or Hearing Impaired

Adaptive technology helps convey information and facilitate communication with people who are Deaf or have a hearing impairment.

ADAPTIVE TECHNOLOGY AT-A-GLANCE

- ☒ Closed-captioning on video productions.
- ☒ Visual option for audio information presented on a website
- ☒ Telecommunications Device for the Deaf (TDD)
- ☒ Visual alert phones that ring with a flashing light
- ☒ Amplified telephones
- ☒ Hearing loops and other amplification systems for presentations, movies, etc.
- ☒ Strobe fire alarms
- ☒ Real time captioning

Technological Adaptations

Telecommunications Devices for the Deaf

Telecommunications Devices for the Deaf (TDDs) enable hard of hearing, speech-impaired and Deaf individuals to communicate by telephone. TDD users connect a typical telephone receiver to a TDD device and communicate by using the TDD keyboard. The person on the other end of the line must also have a TDD where the message can be received. Organizations that do not have TDDs can use a telephone relay service to communicate with a TDD user. TDDs can be purchased through telephone companies, vocational rehabilitation centers or speech and hearing centers.

Telephone Relay Systems

Relay systems work when a relay operator, who has access to a TDD, acts as an intermediary between two parties. The relay system makes it possible for someone who uses a TDD to have a conversation with someone who does not have a TDD. If a relay call is placed, an operator will explain procedures for communicating with the TDD caller.

National Relay Service: 711

- ☒ Oregon Telecommunications Relay Service (Nationwide)
 - 1-800 735-1232 (Voice)
 - 1-800-735-2900 (TDD)
 - 1-800-735-3896 (Spanish Voice/TDD)

24-hour Telecommunications Relay Service is provided at no cost to callers. Long distance calls will be billed accordingly.

- ⊕ Federal Information Relay Service: 1-800-877-8339 (Voice, TDD, Spanish)
U.S. General Services Administration provides Federal Information Relay Service for accessing federal agencies, programs, and Congressional offices.

Captioning

The Americans with Disabilities Act requires that many videos be captioned for people who are hearing impaired. All new television sets contain closed caption decoders as well.

Interpreters

Although there is a wide range of communication preferences among people who are Deaf or hard of hearing— from speech reading with hearing aids to sign language—most of these individuals require interpreters in large group settings with hearing people. The interpreter's skills need to match the needs of the Deaf or hard of hearing person. An oral interpreter, for example, would be unsuitable for someone who needs an American Sign Language (ASL) interpreter. Sign language interpreters are trained, skilled professionals who are paid to interpret for people who are Deaf. Interpreters may be certified by the Registry of Interpreters for the Deaf (RID), however, there are qualified interpreters who are not certified. It is recommended that organizations requiring interpreter services hire through a referral service or agency. Resources include school districts, University Disability Services offices, the State Disability Commission or local agencies. The person using the interpreter services can give you valuable feedback on the skill level of the interpreter.

It is important to note that not all Deaf people use sign language. Some prefer to be exclusively oral, read lips and speak for themselves.

Policy Adaptations

The key policy issue for including people who are Deaf or hard of hearing is interpretation. When possible, international development organizations are encouraged to be proactive by including the cost of interpreters as part of their program budget. For formal situations, such as orientation sessions, meetings, seminars or academic situations, organizations must hire skilled interpreters. For informal situations, the Deaf or hard of hearing person may be comfortable writing back and forth if no interpreter is available.

Considerations

When including Deaf or hard of hearing people in international programs, be aware of communication, cultural and technical differences that may exist between countries. There is no universal sign language! Most countries, and sometimes regions, have their own sign language. Availability of sign language interpreters varies from region to region.

Many people with hearing impairments do not necessarily consider themselves people with disabilities. Rather, they base their identity on the fact that they share a visual language and a unique culture.

People with mild hearing loss are able to function with little adaptation in group and individual conversations. People with more severe hearing impairments usually have difficulty understanding speech from a distance of more than a few feet and may not be able to follow group conversations without the aid of an amplifier. People with profound hearing impairments cannot understand spoken language and speech by ear alone, even with amplification and must use other methods for communication.

Common Courtesies for Interacting with a Person Who is Hard of Hearing

- Do not shout.
- Speak clearly and at a moderate pace.
- Avoid noisy backgrounds.
- Do not hide your mouth, chew food or smoke while talking.
- Use facial expressions and gestures.
- Rephrase your words if they are not understood at first.
- Be patient!
- Talk *to* a hard of hearing person, not about him or her.
- Ask the hard of hearing person how he or she prefers to communicate.

Resources

Captioned Films for the Deaf

Modern Talking Pictures Services

5000 Park Street North
St. Petersburg, FL 33709
Tel: (800) 237-6213 (V/TTY)

ClosedCaption Maker

www.ccmaker.com

National Captioning Institute

5203 Leesburg Pike
Suite 1500
Falls Church, VA 22041
Tel & Fax: (800) 999-0958

Typewell

www.typewell.com

Internet Accessibility Resources

Internet accessibility definition:

Internet accessibility for disabled people is the elimination of barriers in information technology, to make available new opportunities for people with disabilities. Inaccessible technology interferes with an individual's ability to obtain and use information quickly and easily. Internet accessibility gives the disabled members of society access to information that is comparable to the access available to others.

CAST (Center for Applied Special Technology): <http://www.cast.org/bobby/>

A non-profit organization whose mission is to expand opportunities for all people, especially those with disabilities, through the innovative uses of computer technology. They created the online tool **Bobby** to help make web site accessibility possible to all. This online curriculum is "Bobby Approved" -- meaning all pages are fully-accessible to people using assistive technologies to view web pages, or people with physical limitations that can hinder web browsing. Bobby is a useful tool used to guide web development process.

Compumentor: <http://www.compumentor.org/default.html>

Nonprofit specializing in technology solutions for community-based organizations and schools. They offer hands-on planning and implementation programs, technology products at deeply discounted prices, and online resources for information and advice.

EASI: Equal Access to Software and Information: <http://www.rit.edu/~easi>

A nonprofit organization, part of the Teaching Learning & Technology Group, affiliated with the American Association for Higher Education with a mission to help make information technologies more accessible to users with disabilities. EASI sponsors an online workshop on designing web pages accessible to everyone including people with a variety of disabilities.

Knowability: <http://www.knowability.org/>

Knowability connects people with disabilities to greater opportunities by advancing barrier-free information technology. Knowability is working to bridge that gap through three sets of services: Awareness Initiatives; Educational Initiatives; Employment Initiatives

Section 508: <http://www.section508.gov/>

Section 508 requires that Federal agencies' electronic and information technology is accessible to people with disabilities. The Center for Information Technology Accommodation (CITA), in the U.S. General Services Administration's Office of Government wide Policy, has been charged with the task of educating Federal employees and building the infrastructure necessary to support Section 508 implementation. Using this web site, Federal employees and the public can access resources for understanding and implementing the requirements of Section 508.

WebABLE!: <http://www.webable.com/>

An authoritative Web directory for disability-related internet resources. WebABLE!'s database lists hundreds of internet based resources on accessibility. Includes information on:

Making Web sites accessible for the blind and visually impaired

Writing accessible HTML documents, etc.

World Wide Web Consortium (W3C): <http://www.w3.org/WAI/>

W3C's Web Accessibility Initiative (WAI). WAI pursues accessibility of the Web through five primary areas of work: technology, guidelines, tools, education and outreach, and research and development.

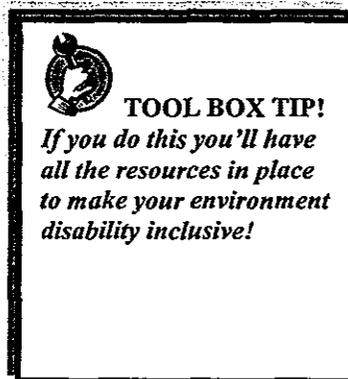
Budgeting for Inclusion

Cutting-edge international development organizations are weaving diversity into the core of their programs by including individuals from diverse backgrounds and experiences as:

- # staff
- # volunteers
- # interns
- # members of the board of directors and
- # project beneficiaries.

Investing in the full participation of individuals with disabilities helps your international development organization fulfill diversity goals and makes your organization more inclusive in all your program service delivery systems in the US and abroad.

Budgeting for Reasonable Accommodation



Investment of financial resources is a critical benchmark of an organization's commitment to diversity. Budgeting for the inclusion of people with disabilities should be an integral part of overall budgets. Effective budget planners anticipate all the expenses that are required to ensure a successful program: equipment, office space and supplies, salaries and benefits, accounting and insurance. Costs associated with ensuring that people with disabilities have the opportunity to participate should be just as proactively incorporated into the budget, ensuring that people with disabilities will be able to contribute fully to the goals of the program.

How do the ADA and Other Disability Rights Laws Apply to International Development Organizations' Operations in the US and Abroad?

Two primary federal disability-rights laws apply to US-based international development organizations. Section 504 of the 1973 Rehabilitation Act, modeled after the 1964 Civil Rights Act, prohibits discrimination against people with disabilities by programs that receive federal financial assistance. This law applies to all employment practices, regardless of the number of people who work for the organization. The Americans with Disabilities Act (ADA) contains almost the same requirements but applies to most public and private entities regardless of whether they receive federal financial assistance. The ADA prohibits employment discrimination by organizations that employ fifteen or more employees. Other state laws can also apply.

In addition to employment practice, the ADA and 504 also apply to programs operated in the US by international development organizations. Section 504 sets forth specific circumstances under which architectural and program accessibility are required, and requires modification of discriminatory policies and practices. The ADA applies architectural accessibility and accommodation requirements to programs operated in the US, including accommodations to assure effective communication for individuals with speech, language, hearing or cognitive disabilities. Both laws apply to services or

programs provided in the US by development organizations through contract with other organizations or vendors.

The employment provisions of the ADA and 504 cover employees hired in the US by US based development organizations, even if they are assigned to work abroad.

The ADA potentially covers individuals with disabilities in the United States whether or not they are U.S. citizens. Strategies to ensure that they have an equal opportunity to participate could include:

- ◆ holding meetings and events in wheelchair-accessible buildings, or using ground-floor spaces and providing makeshift ramps
- ◆ arranging accessible means of transportation or finding creative solutions
- ◆ providing sign language interpreters
- ◆ including personal assistants as needed for a person with a disability to participate fully.
- ◆ offering print materials in alternative formats (Braille or large print, diskette or audio cassette).

The organization has the responsibility to provide reasonable accommodations for people with disabilities under most circumstances. Exceptions are made only if the organization proves that the accommodation creates an undue administrative or financial burden to its overall operation. For this reason, it greatly benefits an organization to anticipate accommodation and accessibility costs, even if people with disabilities have never previously participated in its programs.

For example, people who are Deaf have a right to effective communication such as sign language interpreters at programs or events when they have given notice that they need this service, unless providing interpreters would impose an undue burden on the organization's overall operation. Many organizations are concerned about the cost of providing an equal opportunity for people with disabilities to participate, but accessibility and accommodation are not always expensive.

For example, a recent study indicated that of the 436 reasonable accommodations provided by the Sears company, 69% involved no monetary cost, 28% cost less than \$1,000 and only 3% cost more than \$1,000 (US Department of Justice).

One significant barrier for people with certain disabilities such as mobility impairments seeking to participate in international development work is the lack of resources for personal assistants. Some people may require assistance with personal activities or mobility when traveling in inaccessible environments.

Creative Budgeting Strategies

Budgeting for accessibility and accommodation can take several forms. Incorporating a "disability accommodation" line item into every project and administrative budget is a reliable way to ensure that resources are at hand to include people with disabilities. Since specific arrangements will vary depending on the number of people with disabilities and types of disability, Mobility International USA (MIUSA) recommends using a percentage formula to predict disability accommodation expenses in budget requests. MIUSA has found that allocating 5% – 7% of the program budget will be adequate for meeting most disability-related accommodation needs. Because hiring people with disabilities, as staff and interns is one of the most effective strategies for expanding the diversity of participants and volunteers, MIUSA also recommends incorporating into the organization's administrative budget a disability accommodation line item of 1%-3% of the overall administrative

costs. With funds set aside, organizations will be able to make reasonable accommodation to ensure that any employees with disabilities can do their jobs most effectively.



Best Practice! InterAction's budget has incorporated a "Reasonable Accommodation" line item!

If any of these budgeted funds are not used at the end of the year, they may be able to be used for other projects or may be able to be moved into the following year's budget for reasonable accommodation.

Architectural accessibility is central to participation by individuals with mobility disabilities. Organizations should undertake a survey of their physical buildings and facilities where they operate programs to determine if accessibility standards are being met. Sometimes organizations must plan to modify their facilities to achieve accessibility. The ADA standards for accessible design are based on the ADA accessibility guidelines (ADAAG), issued by The Architectural and Transportation Barriers Compliance Board. They serve as a guide for identifying the various kinds of measures that can be taken to remove barriers and provides priority guidelines for how best to remove them. If it would result in an undue burden to modify the buildings or facilities then organizations must take steps to offer the program or activity in alternative settings. "Undue burden is defined as significant difficulty or expense when considered in light of a variety of factors including the nature and cost of the auxiliary aid or service and the overall financial and other resources of the business. The undue burden standard is intended to be applied on a case-by-case basis" (Access Equals Opportunity-Council of Better Business Bureau Foundation).

Tax Incentives

Tax incentives are available to organizations that use funds to comply with disability rights law. For example, a federal tax credit of up to \$5,000 is available for qualifying organizations and businesses to make architectural adaptations, acquire equipment and provide services such as sign language interpreters. A federal tax deduction of up to \$15,000 is available for qualifying organizations and businesses to make architectural or transportation adaptations.

Budgeting for the inclusion of people with disabilities is a proactive goal that all organizations committed to diversity can embrace. With funding established, international development organizations will be able to respond positively and creatively when outreach efforts pay off and an outstanding disabled job applicant, intern, volunteer, or potential board member comes knocking at the door.

Mobility International USA is committed to collaborating with international development organizations to assure the full and equal participation of people with disabilities in international development. For further information on making your programs inclusive of people with disabilities, please contact MIUSA.

Resources for Recruiting and Accommodating Qualified People with Disabilities

It is often assumed that people with disabilities are unemployable. People with disabilities possess a wide range of abilities. International development organizations are making changes and adjustments to work environments in order for qualified candidates with disabilities to participate in the job application process and to perform essential tasks in various projects and services. Accommodating qualified individuals with disabilities does not require a great amount of time and expense. There are many useful resources available for organizations to accommodate people with disabilities. The most effective way to identify an accommodation need is to have the individual with a disability identify their needs.

Reasonable accommodation includes making modifications to ensure that qualified people with disabilities have the same benefits and privileges of employment as staff members without disabilities.

Strategies to provide workplace accommodations

- ✚ Identify functional limitations of the staff, volunteers, and interns seeking the accommodation
- ✚ Collaborate with job candidates, staff, volunteers, and interns with disabilities regarding identifying the needs of workplace accommodation.
- ✚ Consider what types of equipment is used or needed to complete the task.
- ✚ Provide the most appropriate accommodation not only for the individual with a disability but also for the organization.
- ✚ Monitor and assess the effectiveness of the accommodations.

Examples of Types of Reasonable Accommodations

- ◆ Modify work schedule
- ◆ Creating part-time positions
- ◆ Acquire equipment
- ◆ Modify work station (i.e. Raising the height of a desk)
- ◆ Make existing facilities physically accessible (i.e. accessible parking, handrails, ramp)
- ◆ Modify policies and training materials
- ◆ Provide interpreters and readers
- ◆ Flexible leave
- ◆ Provide special transportation
- ◆ Restructure jobs
- ◆ Reassignment to a vacant position

Although efforts have been made to ensure accuracy, MIUSA/IDD cannot be held liable for inaccuracy, misinterpretation or complaints arising from these listings. Mention of an organization, company, service or resource should not be construed as an endorsement by MIUSA/IDD. Please advise IDD of any inaccuracies you may find.

AAPD American Association of Persons with Disabilities

1819 H St. NW suite 330

Washington, DC 20006

Tel: (800) 840-8844

TTY: (888) 712-4672

E-mail: aapd@aol.com

Fax: (202) 457-0473

Web: www.aapd-dc.org

The American Association of People with Disabilities (AAPD) is a non-profit, cross-disability organization that advocates for the rights of disabled Americans. AAPD strives to further the productivity, independence, full citizenship, and total integration of people with disabilities into all aspects of society and the natural environment. Reducing poverty and unemployment are integral to their programs. See www.joboptions.com to post jobs.

ADA Information Line- Department of Justice

U.S. Department of Justice

950 Pennsylvania Avenue, NW

Civil Rights Division

Disability Rights Section - NYAVE

Washington, D.C. 20530

Tel: (800) 514-0301

TTY: (800) 514-0383

Fax: (202) 307-1198

Web: www.usdoj.gov/crt/ada/adahom1.htm

The U.S. Justice Department of Justice provides information on general and technical assistance regarding the ADA. A toll-free ADA Information Line allows organizations to ask about ADA requirements, order free ADA materials, and obtain information about filing a complaint.

ADA Technical Assistance Program

Tel/TTY: 800-949-4232

ADA Technical Assistance Program is a comprehensive resource for information on the Americans with Disabilities Act.

Careers and the disAbled

1160 East Jericho Turnpike

Suite 200, Huntington, NY 11743

Tel: (631) 421-9421

E-mail: info@eop.com

Web: www.eop.com

CAREERS & the disABLED Magazine is a career-guidance and recruitment magazine for people with disabilities who are at undergraduate, graduate, or professional levels.

disABLEDperson, Inc.

Web: Disabledperson.com (<http://www.disabledperson.com/recruitability.asp>)

E-mail: administrator@disabledperson.com

The mission of disABLEDperson.com is to reduce high unemployment rates among people with disabilities. disABLEDperson.com offers a targeted recruiting site to connect proactive employers with qualified applicants with disabilities. The website provides recruitment tips, accommodation information, and general information on the Americans with Disabilities Act.

Disability and Business Technical Assistance Center (DBTAC)

Tel & TTY: (800) 949-4232

Web: www.adata.org/dbtac.html

Disability and Business Technical Assistance Centers provide information, referral, technical assistance, and training on the Americans with Disabilities Act in effort to create greater employment opportunities and better accessibility for people with disabilities. Call the toll-free number to receive the addresses and telephone number of your local DBTAC.

Disability Rights Education Defense Fund inc. (DREDF)

2212 Sixth Street

Berkeley, CA 94710

Tel: (510) 644-2555

TTY: (510) 644-2555

E-mail: dredf@dredf.org

Fax: (510) 841-8645

Web: www.dredf.org

The Disability Rights Education and Defense Fund, Inc. (DREDF) is a national law and policy center dedicated to protecting and advancing the civil rights of people with disabilities through legislation, litigation, advocacy, technical assistance, and education and training of attorneys, advocates, persons with disabilities, and parents of children with disabilities.

EARN Employer Assistance Referral Network

Tel: 1-866-EARN-NOW

Fax: (703) 820-4820

E-mail: projectearn@birchdavis.com

Web: www.earnworks.com

EARN is a national toll-free telephone and electronic information referral service designed to assist employers in locating and recruiting qualified workers with disabilities, as well as provide technical assistance on general disability employment-related issues.

HireDeaf.com site

E-mail: info@hiredeaf.com

HireDeaf.com site provides a highly resourceful and dynamic exchange between opportunity seekers and employers.

Hire ThisAbility

DVR, 730 Simms, Suite 105
Golden, CO 80401
Tel: (303) 462-6760

Web: www.hirethisability.com

Hire This Ability advocates hiring qualified individuals with disabilities and increasing awareness of employers on strategies to recruit, hire, and retain persons with disabilities.

Independent Living Research Utilization (ILRU)

2323 S. Shepherd, Suite 1000
Houston, TX 77019
Tel: (713) 520-0232
TTY: (713) 520-5136
E-mail: ilru@ilru.org

Fax: (713) 520-5785
Web: www.ilru.org

Independent Living Research Utilization (ILRU) is a national center for information, training, research and technical assistance for individuals with disabilities to live independently. ILRU publishes a listing of independent living centers in each state of the United States and the provinces of Canada.

Job Accommodation Network

West Virginia University
P.O. Box 6080
Morgantown, WV 26506-6080
Tel: 1-800-526-7234 - Accommodation Information
1-800-ADA-WORK (1-800-232-9675) ADA Information
E-mail: jan@jan.icdi.wvu.edu

Fax: (304) 293-5407

Web: www.jan.wvu.edu

Job Accommodation Network (JAN) assists in the hiring, retraining, retention or advancement of persons with disabilities by providing accommodation information. JAN also has a resume database of qualified job candidates with disabilities.

Just One Break, Inc.

120 Wall Street
New York, NY 10005
Tel: (212) 785-7300
TTY: (212) 785-4515
E-mail: jobs@justonebreak.com

Fax: (212) 785-4513

Web: www.justonebreak.com

Just One Break is a non-profit organization that offers job placement services for persons with disabilities. Employers are invited to post jobs online through their website.

Monster

Tel: (888) 666-7837

Web: www.monster.com

Monster.com is a website which provides employers with resources on hiring people with disabilities, tools to accommodate individuals with disabilities, and assists find qualified candidates. The website has a resume database and employers are invited to post jobs. The website also provide career-guidance tips for individuals with disabilities who are searching for work.

National Business & Disability Council

201 I.U. Willets Road. Albertson, NY 11507

Tel: (516) 465-1515

Fax: (516) 465-3730

Web: www.business-disability.com

The National Business & Disability Council is the leading resource for employers seeking to integrate people with disabilities into the workplace and companies seeking to reach them in the consumer marketplace.

National Council on Independent Living (NCIL)

1916 Wilson Boulevard, Suite 209

Arlington, VA 22201

Tel: (703) 525-3406

TTY: (703) 525-4153

Email: ncil@ncil.org

Fax: (703) 525-3409

Web: www.ncil.org

National Council for Independent Living (NCIL) is a national membership organization to support independent living centers by coordinating advocacy efforts on the national level. NCIL provides information and referral, a speaker's bureau and technical assistance. NCIL works with employers to place qualified candidates with disabilities.

New Mobility

Tel: (215) 675-9133

E-mail: prose@jvleonard.com

Web: www.newmobility.com

New Mobility Magazine and website are valuable resources covering a variety of disability issues. There is a \$10 monthly fee for job postings.

Paralyzed Veterans Administration (PVA)

801 Eighteenth Street, NW

Washington, DC 20006-3517

PVA National Headquarters

Tel: 800-424-8200

E-mail: info@pva.org

Web: www.pva.org/publications/onlinepubs

The PVA website offers online disability advocacy and accessibility publications including "The Air Carrier Access Act: Common questions and answers for wheelchair users".

Silent NewsE-mail: info@silentnews.comWeb: www.silentnews.com

Silent News Inc. is dedicated to improve education, employment, and social conditions of Deaf and hard of hearing people. Employers can post job advertisement on the Silent News website.

UC Berkeley Disability Career Services

Career Center

University of California

2111 Bancroft Way

Berkeley, CA 94720-4350

Tel: (510) 642-1716

Fax: (510) 643-6120

E-mail: tcd@uclink.Berkeley.edu
(disabilities)Web: <http://career.berkeley.edu> (click on students with

UC- Berkeley has a large population of students with disabilities and a large international studies department.

US Equal Employment Opportunity Commission (EEOC)

1801 L Street, N.W.

Washington, D.C. 20507

Tel: (202) 663-4900

TTY: (202) 663-4494

Web: www.eeoc.gov

U.S. Equal Employment Opportunity Commission (EEOC)'s mission is to eradicate employment discrimination and to increase knowledge about individual rights under the anti-discrimination laws among the public and employee groups. EEOC provides valuable information for employers including information on the employment of individuals with disabilities with small businesses, and the ways in which employer can comply with the Americans with Disabilities Act.

US Department of Labor – Office of Disability Employment Policy (ODEP)

1331 F Street, NW

Washington, DC 20004

Tel: (202) 376-6200

TTY: (202) 376-6205

Fax: (202) 376-6219

Web: www.dol.gov/dol/odep

ODEP's mission is to increase employment of persons with disabilities through policy analysis, technical assistance, development of best practices, outreach, education, and constituent services. The website offers extensive resources on issues related to recruiting and hiring people with disabilities.

Also, contact the Disabled Student Services offices of Universities and Colleges

US Office of Personnel Management (OPM)

Office of Equal Opportunity Programs

Tel: (202) 721-0376

Web: www.opm.gov/disability

The US Office of Personnel Management (OPM) runs a disability website at:

www.opm.gov/disability. This site provides a one-stop source of information for applicants, managers, and human resource professional. Information available at the site includes: training module for managers on reasonable accommodation; new guidance to make it easier for people with disabilities to apply for Federal jobs by obtaining an initial certification of disability; a recruitment brochure for people with disabilities; frequently asked question; an annotated list of Federal agencies with leadership responsibility on disability employment; and update version of People with Disabilities in the Federal Government: An Employment Guide.

Workforce Recruitment Program (WRP)

The Office of Disability Employment Policy

1331 F Street, N.W.

Washington, DC 20004

Tel: (202) 376-6200

TTY: (202) 376-6205

E-mail: infoodep@dol.gov

Web: www.wrpjobs.org

The Workforce Recruitment Program for College Students with Disabilities (WRP) is a resource for businesses nationwide to identify qualified temporary and permanent employees from a variety of fields. The service provides nationwide database of qualified candidates with disabilities who are available for permanent and temporary positions. Applicants are highly motivated post-secondary students and recent graduates eager to prove their abilities in the workforce. WRP is managed through the Office of Disability Employment Policy, which is part of the US Department of Labor.

LISTSERVS:

Black Disabled Listserv

E-mail: blackdisabled@onelist.com

Listserv for African-Americans with disabilities. Employers invited to post jobs.

Cal-WILD E-mail List Service (California – Women’s International Linkage on Disability)

E-mail: cal-wild-owner@lists.best.com

Free international e-mail list service for women with disabilities and women allies.



APPENDIX C: CHECKLIST FOR EXISTING FACILITIES

The following checklist provides a tool for analyzing whether or not a program activity or facility is accessible. Exchange advisors and administrators should consider using this information to analyze the accessibility of sites used for classes, meetings, interviews and homestay locations.

For more information on these guidelines, contact the Disability and Business Technical Assistance Center at Phone: (800) 949-4 ADA.

*The following information has been provided by Adaptive Environments Center, Inc.
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INTRODUCTION

Title III of the Americans with Disabilities Act requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services the opportunity to benefit from patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of existing facilities when their removal is readily achievable. In other words, if it is easily accomplished and able to be carried out without much difficulty or expense. Public accommodations that must meet the barrier removal requirement include a broad range of establishments, both for-profit and nonprofit. These include hotels, restaurants, museums, retail stores, private schools, banks, medical offices, and other places that serve the public. Those who own, lease, manage or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable in the future. Tax incentives are available to help absorb these costs over several years.

PURPOSE OF THIS CHECKLIST

This checklist will help you identify accessibility problems and solutions in existing in order to meet your obligations under the ADA. The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends with development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "Such a plan . . . could serve as evidence of a good faith effort to comply."

TECHNICAL REQUIREMENTS

This checklist details some of the requirements found in the ADA standards for Accessible Design. The ADA Accessibility Guideline (ADAAG), when adopted by DOJ, became standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (Nondiscrimination on the basis of disability, Final Rule.) Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. The section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

WHAT THIS CHECKLIST IS NOT

This checklist does not cover all of the requirements of the Standards; therefore, it is not for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solution. The standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does not cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are structural in nature.

PRIORITIES

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

PRIORITY 1: Accessible approach and entrance

PRIORITY 2: Access to goods and services

PRIORITY 3: Access to rest rooms

PRIORITY 4: Any other measures necessary

Note that the references to ADAAG throughout the checklist refer to the ADA Standards for Accessible Design.

HOW TO USE THIS CHECKLIST

▲ GET ORGANIZED

Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people with various disabilities and accessibility expertise to assist in identifying barriers, developing solutions for removing these barriers and setting priorities for implementing improvements.

▲ OBTAIN FLOOR PLANS

It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

▲ CONDUCT THE SURVEY



Bring copies of this checklist, a clipboard, a pencil or pen and a flexible steel tape measure. With three people surveying, one person can number key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. Be sure to record all dimensions! As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol think about each space from the perspective of people with physical, hearing, visual and cognitive disabilities, noting areas that need improvement.

▲ SUMMARIZE BARRIERS AND SOLUTIONS

List barriers found and ideas for their removal. Consider the solutions listed beside each question and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

▲ MAKE DECISIONS AND SET PRIORITIES

Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, consider whether there are alternative methods for providing access that are readily achievable.

▲ MAINTAIN DOCUMENTATION

Keep the survey, notes, summary, record of work completed and plans for alternative methods on file.

▲ MAKE CHANGES

Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. For assistance in understanding the federal, state or local requirements, contact the Disability and Business and Technical Assistance Center.

▲ FOLLOW UP

Review the implementation plan each year to re-evaluate whether more improvements have become readily achievable.

PRIORITY ONE: ACCESSIBLE APPROACH/ENTRANCE

People with disabilities should be able to arrive on the site, approach the building and enter as freely as everyone else. At least on route of travel should be safe and accessible for everyone, including people with disabilities.

ROUTE OF TRAVEL (ADAAG 4.3, 4.4, 4.5, 4.7)

▲ QUESTIONS

Is there a route of travel that does not require the use of stairs?

Yes No

Is the route of travel stable, firm and slip-resistant?

Yes No

Is the route at least 36 inches wide?

Yes No

Width _____

Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?

Yes No

Distance from wall/height _____

In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than four inches from the wall.

Do curbs on the route have curb cuts at drives, parking at drop-offs?

Yes No

▲ SOLUTIONS

Add a ramp if the route of travel is interrupted by stairs.

Add an alternative route on level ground.

Repair uneven paving.

Fill small bumps and breaks with beveled patches.

Replace gravel with hard top.

Change or move landscaping, furnishings, or other features that narrow the route of travel.

Widen route.

Move or remove protruding objects.

Add a cane-detectable base that extends to the ground.

Place a cane-detectable object on the ground underneath as a warning barrier.

Install curb cut.

Add small ramp up to curb.

RAMPS (ADAAG 4.8)

▲ QUESTIONS



Are the slopes of ramps no greater than 1:12?

- Yes No

Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp length is needed for each inch of height.

Do all ramps longer than six feet have railings on both sides?

- Yes No



Are railings sturdy, between 34 and 38 inches high?

- Yes No

Height _____



Is the width between railings or curbs at least 36 inches?

- Yes No

Width _____

Are ramps non-slip?

- Yes No



Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?

- Yes No

Length _____



Does the ramp rise no more than 30 inches between landings?

- Yes No

Rise _____

▲ SOLUTIONS

Lengthen ramp to decrease slope.

Relocate ramp.

If available space is limited, reconfigure ramp to include switchbacks.

Add railings.

Adjust height of railing if not between 30 and 38 inches.

Secure handrails in fixtures.

Relocate the railings.

Widen the ramp.

Add non-slip surface material.

Remodel or relocate ramp.

Remodel or relocate ramp.

Parking and Drop-off Areas (ADAAG 4.6)

^ QUESTIONS



Are an adequate number of accessible parking spaces available (eight feet wide for a car, with a five foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG):

Yes No

Number of accessible spaces _____

Note widths of existing accessible spaces:

TOTAL SPACES	ACCESSIBLE
1 to 25	1 space
26 to 50	2 spaces
51 to 75	3 spaces
76 to 100	4 spaces

Are eight foot wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?

Yes No

Width/vertical clearance _____

At least one of every eight accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).

Are the access aisles part of the accessible route to the accessible entrance?

Yes No

Are the accessible spaces closest to the accessible entrance?

Yes No

Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?

Yes No

Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?

Yes No

^ SOLUTIONS

Reconfigure a reasonable number of spaces by repainting stripes.

Reconfigure to provide van-accessible space(s).

Add curb ramps.
 Reconstruct sidewalk.

Reconfigure spaces.

Add signs, placed so that they are not obstructed by cars.

Implement a policy to check periodically for violators and report them to the proper authorities.

Entrance (ADAAG 4.13, 4.14,4.5)

QUESTIONS

If there are stairs at the main entrance, is there also a ramp or lift or is there an alternative accessible entrance?

Yes No

Do not use a service entrances as the accessible entrance unless there is no other option.

Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

Yes No

Can the alternate accessible entrance be used independently?

Yes No



Does the entrance door have at least 32 inch clear opening? For a double door, is there at least one 32 inch leaf?

Yes No

Clear Opening _____



Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?

Yes No

Clear Space _____

A person using a wheelchair or crutches needs this space to get close enough to open the door.

▲ SOLUTIONS

If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.

Install signs before inaccessible entrances so that people do not have to retrace the approach.

Eliminate as much as possible the need for assistance--to answer a doorbell, to operate a lift or to put down a temporary ramp for example.

Widen the door to 32 inches clear.

If technically unfeasible, widen to 31-3/8 inches minimum.

Install offset (swing-clear) hinges.

Remove or relocate furnishings, partitions or other obstructions.

Move door.

Add power-assisted or automatic door opener.

^ QUESTIONS



Is the threshold edge 1/4 inch high or less or if beveled edge, no more than 3/4 inch high?

Yes No

Height _____



If provided, are carpeting or mats a maximum of 1/2 inch high?

Yes No

Height _____

Are edges securely installed to minimize tripping hazards?

Yes No



Is the door handle no higher than 48 inches and operable with a closed fist?

Yes No

Height _____

The closed fist test for handles and controls: try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.



Can doors be opened without too much force? Exterior doors reserved; maximum five pounds for interior doors.

Yes No

Force _____

An inexpensive force meter or a fish scale can be used to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens and read off the amount of force required. If you do not have a force meter or a fish scale, it will be necessary to judge subjectively if the door is easy enough to open.



If the door has a closer, does it take at least three seconds to close?

Yes No

Seconds _____

^ SOLUTIONS

If there is a single step with a rise of six inches or less, add a short ramp.

If there is a threshold grater than 3/4 -inch high, remove it or modify it to be a ramp.

Replace or remove mats.

Secure carpeting or mats at edges

Lower handle.

Replace inaccessible knob with a lever or loop handle.

Retrofit with an add-on lever extension.

Adjust the door closers and oil the hinges.

Install power-assisted or automatic door openers.

Install lighter doors.

Adjust door closer.

PRIORITY TWO: ACCESS TO GOODS AND SERVICES

Ideally the layout of the building should allow people with disabilities to obtain materials or services without assistance.

HORIZONTAL CIRCULATION (ADAAG 4.3)

^ QUESTIONS

Does the accessible entrance provide direct access to the main floor, lobby or elevator

Yes No

Are all public spaces on an accessible route of travel?

Yes No

Is the accessible route to all public spaces at least 36 inches wide?



Yes No

Width _____

Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?

Yes No

Width _____

^ SOLUTIONS

Add ramps or lifts.

Make another entrance accessible.

Provide access to all public spaces along an accessible route or travel.

Move furnishings such as tables, chairs, display racks, vending machines and counters to make more room.

Rearrange furnishings, displays and equipment.

DOORS (ADAAG 4.13)

▲ QUESTIONS



Do doors into public spaces have a least a 32 inch clear opening?

- Yes No

Clear Opening _____

On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door.



Can doors be opened without too much force?
(five pounds maximum for interior doors)

- Yes No

Force _____



Are door handles 48 inches high or less and operable with a closed fist?

- Yes No

Height _____



Are all threshold edges 1/4 inch high or less or if beveled edge, no more than 3/4 of an inch high?

- Yes No

Height _____

▲ SOLUTIONS

Install offset (swing-clear) hinges.

Widen doors.

Reverse the door swing if it is safe to do so.

Move or remove obstructing partitions.

Adjust or replace closers.

Install lighter doors.

Install power-assisted or automatic door openers.

Lower handles.

Replace inaccessible knobs or latches with lever or loop handles.

Retrofit with add-on levers.

Install power-assisted or automatic door openers.

If there is a threshold greater than 3/4 inches high, remove it or modify it to be a ramp.

If between 1/4 and 3/4 inches high, add bevels to both sides.

ROOMS AND SPACES (ADAAG 4.2, 4.4, 4.5)

▲ QUESTIONS



Are all aisles and pathways to materials and services at least 36 inches wide?

Yes No

Width _____



Is there a five foot circle or T shaped space for turning a wheelchair completely?

Yes No

Width _____

Is carpeting low-pile, tightly woven and securely attached along edges?

Yes No



In circulation paths through public areas, are all obstacles cane-detectable, or located within 27 inches of the floor or higher than 80 inches or protruding less than four inches from the wall?

Yes No

Height/Protrusion _____

▲ SOLUTIONS

Rearrange furnishings and fixtures to clear aisles.

Rearrange furnishings to clear more room.

Secure edges on all sides.

Replace carpeting.

Remove obstacles.

Install furnishings, planter or other cane-detectable barriers underneath.

EMERGENCY EGRESS (ADAAG 4.28)

^ QUESTIONS



If emergency systems are provided, do they have both flashing lights and audible signals?

Yes No

^ SOLUTIONS

Install visible and audible alarms.

Provide portable devices.

SIGNAGE FOR GOODS AND SERVICES (ADAAG 4.30)

Different requirements apply to different types of signs.

^ QUESTIONS



If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage

Yes No

Height Character Height _____

Signs mounted with centerline 60 inches from the floor?

Yes No

Height _____

Mounted on wall adjacent to latch side of the door, or as close as possible?

Yes No

Raised characters, sized between 5/8 and two inches high with high contrast characters for room numbers, rest rooms, exits?

Yes No

Character Height _____

Brailled text of the same information?

Yes No

If pictogram is used, it must be accompanied by raised characters and Braille.

Yes No

^ SOLUTIONS

Provide signs that have raised letters, Grade II Braille and that meet all other requirements for permanent room or space signage. See ADAAG 4.1.3(16) and 4.30 for more information.

DIRECTIONAL AND INFORMATIONAL SIGNAGE

The following questions apply to directional and informational signs that fall under Priority Two.

^ QUESTIONS



If mounted above 80 inches, do they have letters at least three inches high with a high-contrast, non-glare finish?

Yes No

Letter Height _____

Do directional and informational signs comply with legibility requirements? Building directories or temporary signs need not comply.

Yes No

^ SOLUTIONS

Review requirements and replace signs as needed, meeting the requirements for character size, contrast and finish.

Review requirements and replace signs as needed.

CONTROLS (ADAAG 4.27)

▲ QUESTIONS



Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game and self-service controls located at an accessible height?

Yes No

Height _____

Reach ranges: The maximum height for a side reach is 54 inches. For a forward reach, 48 inches. The minimum reachable height is fifteen inches for a front approach and nine inches for a side approach.

Are they operable with a closed fist?

Yes No

▲ SOLUTIONS

Relocate controls.

Replace controls.

SEATS, TABLE AND COUNTERS (ADAAG 4.2, 4.32, 7.2)

▲ QUESTIONS



Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?

Yes No

Width _____

Are the spaces for wheelchair seating distributed throughout?

Yes No



Are the tops of tables or counters between 28 and 34 inches high?

Yes No

Height _____



Are knee spaces at accessible tables at least 27 inches high, 30 inches wide and 19 inches deep?

Yes No

Height/Width/Depth _____



At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?

Yes No

Height _____



Is there a portion of food-ordering counters that is no more than 36 inches high or is there a space at the side for passing items to customers who have difficulty reaching over a high counter?

Yes No

Height _____

▲ SOLUTIONS

Rearrange chairs or tables to provide 36 inch aisles.

Rearrange table to allow room for wheelchairs in seating areas throughout the area.

Remove some fixed seating.
 Lower part or all of high surface.

Provide auxiliary table or counter.

Replace or raise tables.

Provide a lower auxiliary counter or folding shelf.

Arrange the counter and surrounding furnishings to create a space to hand items back and forth.

Lower section of counter.

Arrange the counter and surrounding furnishings to create a space to pass items.

VERTICAL CIRCULATION (ADAAG 4.1.3(5) 4.3)

▲ QUESTIONS

Are there ramps, lifts or elevators to all public levels?

Yes No

On each level, if there are stairs between the entrance an/or elevator and essential public areas, is there an accessible alternate route?

Yes No

▲ SOLUTIONS

Install ramps or lifts.

Modify a service elevator

Relocate goods or services to an accessible area.

Post clear signs directing people along an accessible route to ramps, lifts or elevators.

Stairs (ADAAG 4.9)

The following questions apply to stairs connecting levels not serviced by an elevator, ramp or lift.

^ QUESTIONS

Do treads have a non-slip surface?

Yes No

Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?

Yes No

^ SOLUTIONS

Add non-slip surface to treads.

Add or replace handrails if possible with existing floor plan.

ELEVATORS (ADAAG 4.10)

^ QUESTIONS

Are there both visible and verbal or audible door opening/closing mechanisms and floor indicators? (one tone = up, two tones = down)

Yes No



Are the call buttons in the hallway no higher than 42 inches?

Yes No

Height _____

Do the controls inside the cab have raised and Braille lettering?

Yes No

Is there a sign on both door jambs at every floor identifying the floor in raised and Braille letters?

Yes No

If an emergency intercom is provided, is it usable without voice communication

Yes No

Is the emergency intercom identified by Braille and raised letters?

Yes No

^ SOLUTIONS

Install visible and verbal or audible signals.

Lower call buttons.

Provide a permanently attached reach stick.

Install raised lettering and Braille next to buttons.

Install tactile signs to identify floor numbers at a height of 60 inches from floor.

Modify communication system.

Add tactile identification.

LIFTS (ADAAG 4.2, 4.11)

▲ QUESTIONS

Can the lift be used without assistance? If not, is a call button provided?

Yes No



Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?

Yes No

Clear Space _____



Are controls between fifteen and 48 inches high? (up to 54 inches if a side approach is possible)

Yes No

Height _____

▲ SOLUTIONS

At each stopping level, post clear instructions for use of the lift.

Provide a call button.
 Rearrange furnishings and equipment to clear more space.

Move controls.

PRIORITY THREE: USABILITY OF REST ROOMS

When rest rooms are open to the public, they should be accessible to people with disabilities.

GETTING TO THE REST ROOM (ADAAG 4.1)

▲ QUESTIONS

If rest rooms are available to the public, is at least one rest room (either for one sex or unisex) fully accessible?

Yes No

Are there signs at inaccessible rest rooms that give directions to accessible ones?

Yes No

▲ SOLUTIONS

Reconfigure rest rooms.

Combine rest rooms to create one unisex rest room.

Install accessible signs.

DOORWAYS AND PASSAGES (ADAAG 4.2, 4.13, 4.30)

▲ QUESTIONS

Is there tactile signage identifying rest rooms?

Yes No

Are pictograms or symbols used to identify rest rooms and, if used, are raised characters and Braille included below them?

Yes No



Is the doorway at least 32 inches wide?

Yes No

Clear Width _____



Are doors equipped with accessible handles, operable with a closed fist, 48 inches high or less?

Yes No

Height _____



Can doors be opened easily with a maximum of five pounds force?

Yes No

Force _____



Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?

Yes No

Clear Width _____

A person in a wheelchair needs 36 inches of clear width for forward movement and a five foot diameter or T-shaped clear space to make turns. A minimum distance of 48 inches clear of the door swing is needed between the two doors of an entry vestibule.



Is there a 36 inch wide path to all fixtures?

Yes No

Width _____

▲ SOLUTIONS

Add accessible signage, placed to the side of the door, 60 inches to centerline, not on the door itself.

If symbols are used, add supplementary verbal signage with raised characters and Braille below pictogram symbol.

Install offset (swing-clear) hinges.

Widen the doorway.

Lower handles.

Replace knobs or latches with lever or loop handles.

Add lever extensions.

Install power-assisted or automatic door openers.

Adjust or replace closers.

Install power-assisted or automatic door openers.

Rearrange furnishings such as chairs and trash cans.

Remove inner door if there is a vestibule with two doors.

Move or remove obstructing partitions.

Remove obstructions.

STALLS (ADAAG 4.17)

▲ QUESTIONS



Is the stall door operable with a closed fist, inside and out?

Yes No

Width _____



Is there a wheelchair accessible stall that has an area of at least five feet by five feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall, either 36 by 69 inches or 48 by 69 inches?

Yes No

Length/Width _____



In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?

Yes No

Is the toilet seat seventeen to nineteen inches high?

Yes No

Height _____

▲ SOLUTIONS

Replace inaccessible knobs with lever or loop handles.

Add lever extensions.

Move or remove partitions.

Reverse the door swing if it is safe to do so.

Add grab bars.

Add raised seat.

LAVATORIES (ADAAG 4.19, 4.24)

▲ QUESTIONS



Does one lavatory have a 30 inch wide by 48 inch deep clear space in front?

Yes No

Clear Space _____

A maximum of 19 inches of the required depth may be under the lavatory.



Is the lavatory rim no higher than 34 inches?

Yes No

Height _____



Is there at least 29 inches from the floor to the bottom of the lavatory apron, excluding pipes?

Yes No

Height _____

Can the faucet be operated with one closed fist?

Yes No

Are soap and other dispensers and hand dryers within reach ranges and usable with one closed fist?

Yes No



Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?

Yes No

Height _____

▲ SOLUTIONS

Rearrange furnishings.

Replace lavatory.

Remove or alter cabinetry to provide space underneath.

Make sure hot pipes are covered.

Move a partition or wall.

Adjust or replace lavatory.

Replace with paddle handles.

Lower dispensers.

Replace or provide additional accessible dispensers.

Lower or tilt down the mirror.

Add a larger mirror anywhere in the room.

PRIORITY FOUR: ADDITIONAL ACCESS

Note that this priority is for items not required for basic access in the first three priorities.

When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

DRINKING FOUNTAINS (ADAAG 4.15)

^ QUESTIONS



Is there at least one fountain with a clear floor space of at least 30 by 48 inches in front?

Yes No

Clear Space _____



Is there one fountain with a spout no higher than 36 inches from the ground and another with a standard height spout or a "hi-lo" configuration?

Yes No

Are controls mounted on the front or on the side near the front edge and operable with one closed fist?

Yes No



Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall)?

Yes No

Height/Protrusion _____

^ SOLUTIONS

Clear more room by rearranging or removing furnishings.

Provide cup dispensers for fountains with spouts that are too high.

Provide an accessible water cooler.

Replace the controls.

Place a planter or other cane-detectable barrier on each side at the floor level.

TELEPHONES (ADAAG 4.31)

^ QUESTIONS



If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?

Yes No

Clear
Space _____



Is the highest operable part of the phone no higher than 48 inches, up to 54 inches a side approach is possible?

Yes No

Height _____



Does the phone protrude no more than four inches into the circulation space?

Yes No

Protrusion _____

Does the phone have push-button controls?

Yes No

Is the phone hearing-aid compatible?

Yes No

Is the phone adapted with volume control?

Yes No

Is the phone with volume control identified with appropriate signage?

Yes No

^ SOLUTIONS

Move furnishings.

Replace booth with open station.

Lower telephone.

Place a cane-detectable barrier on each side at floor level.

Contact phone company to install push buttons.

Have phone replaced with a hearing-aid compatible one.

Have volume control added.

Add signage.

^ QUESTIONS

If there are four or more public phones in the building, is one of the phones equipped with a TDD?

- Yes No

Is the location of the TDD identified by accessible signage bearing the International TDD symbol?

- Yes No

^ SOLUTIONS

- Install a TDD.
- Have a portable TDD available.
- Provide a shelf and outlet next to the phone.
- Add signage.

List of Credits

The information for the “toolbox” has been adapted from the following sources:

- ✚ Adaptive Environments, Inc. for the National Institute on Disability and Rehabilitation Research.
- ✚ Center for Psychiatric Rehabilitation, Boston University
- ✚ Council of Better Business Bureau Foundation
- ✚ disABLEDperson.com
- ✚ Job Accommodation Network
- ✚ Mental Disability Rights International
- ✚ National Alliance for the Mentally Ill
- ✚ National Clearinghouse on Disability and Exchange
- ✚ The President’s Committee on Employment of People with Disabilities Business Leadership Network
- ✚ University of Oregon, Disabled Student Services Office
- ✚ U.S. Department of Justice
- ✚ U.S. Department of Labor, Office of Disability Employment Policy
- ✚ U.S. Equal Employment Opportunity Commission