

- **DISABLED OR
DIFFERENTLY ABLED?**
- **How do you think?**

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- What Does Disabled Mean to You?

Individuals With Disabilities

The definition according to the Americans with Disabilities Act of 1990 is

“Any physical or mental impairment that substantially limits one or more of the major life activities of an individual”.

- A **disability** is a condition caused by accident, trauma, genetics or disease, which may limit a person's mobility, hearing, vision, speech or mental functions. Some people have one or more disabilities.
- A **handicap** is a physical or attitudinal constraint that has been imposed upon a person, regardless of whether that person has a disability.

Statistics

- One out of five people are disabled.
- **It is the only minority that anyone can join at anytime in their life.**
- Individuals with disabilities are more likely to be victims of abuse because of their increased physical, economic and social dependence on others.
- A person with developmental disabilities have a 4 to 10 times higher risk of becoming crime victims than persons without a disability.
- Children with any kind of disability are more than twice as likely as non-disabled children to be physically abused and almost twice as likely to be sexually abused”.

Goals

- Provide victim advocate services with advocates that specialize in working with individuals with disabilities or encourage the combination of a victim service provider with a disability service provider
- Increase the awareness for victim advocates so that it will help provide the correct plan of action.
- Reduce the attitudinal barriers that occur
- Provide disability service providers with information so they can recognize signs and symptoms of abuse or trauma
- Increase awareness for victims that end up with disabilities because of their attack. These victims face many difficult obstacles ranging from the emotional challenges of victimization learning to adapt to their physical changes .

Types of Disabilities

- ALS
- Amputee
- Arthritis
- Cerebral Palsy
- Fibromyalgia
- Gout
- Lupus
- Multiple Sclerosis
- TBI
- Muscular Dystrophy
- Parkinson's
- Scoliosis
- Spina Bifida
- Physical disabilities
- Down Syndrome
- Dyslexia
- Dyscalculia
- Dysgraphia
- Dysphasia
- Visual Impairments
- Hearing Impairments
- Autism
- Mobility Impairments
- Psychiatric disabilities
- Learning disabilities
- Attention deficit disorder

TBI: Traumatic Brain Injury

- Memory
 - Immediate Memory
 - Short-term Memory
 - Long-term Memory
- Amnesia
 - Retrograde amnesia: lost memories Prior to accident
 - Memories tend to return like pieces of a jigsaw puzzle
 - Anterior grade amnesia: events following accident are erased.
- Fatigue
 - Physical : tends to go away after 6 months
 - Mental: tends to go on for long periods of time
- Difficulties with thinking:
 - Concentrating
 - Short attention span
 - Think slowly
 - Trouble talking and listening
 - Reading
 - Writing
 - Planning
 - Understanding order (sequencing)
 - Poor judgment

Signs of TBI

- Physical Disabilities:
 - **problems speaking, seeing, hearing, and using their other senses**
 - headaches
 - feel tired a lot
 - **Trouble with writing or drawing**
 - Muscles may suddenly contract or tighten
 - Seizures
 - **Balance and walking may be affected**
 - Partly or completely paralyzed on one or both sides of the body

- Social, behavioral, or emotional problems:
 - Sudden changes in mood
 - Anxiety
 - Depression
 - May have trouble relating to others
 - Restless
 - Laugh or cry a lot
 - No motivation
 - No control over emotions
- Word-finding
 - Is a common problem, almost every head-injured person has this problem to some degree.
 - They'll know the word they want to say but just can't come up with it.

Brain injuries can range from mild to severe, and so can the changes that result from the injury.

Physical Disabilities

- Paralysis caused by a crime or a victimization!!!
- Emotional challenges.
- Physical changes
- Changes in lifestyle
 - Independence
 - Sex
 - How to go to the bathroom
 - Driving
 - Accessibility
 - How do I enforce accessibility
 - What are my rights

Dyslexia

- Written Material
 - Type of paper
 - Avoid white backgrounds
 - Type of Font
 - Arial or Comic Sans
 - 12-14 point
 - Avoid underlining and italics
 - Line spacing of 1.5
 - Use bullet points and numbering
 - Use short, simple sentences
 - Use flow charts
 - Use list

Simulation 1

- "The UMIST Enabling Advisor, who is not an academic member of staff of the Department of Computation will provide non-specific training sessions for a few staff to disable them to develop course materials that are not structured and multi-sensory, that will lessen the learning opportunities for few students. Neither Disability Support services provide dyslexia-specific expertise and training for secondary members of staff, but staff from the [Access Summit Centre](#) won't provide training and support."

Here is the original passage :

"The UMIST Disability Adviser, who is also an academic member of staff in the Department of Computation at UMIST will provide specific training sessions for staff to enable them to develop course materials that are well structured and multi-sensory, that will enhance the learning opportunities for all students. Both Disability Support services will provide dyslexia-specific expertise and training for seconded members of staff, and staff from the [Access Summit Centre](#) will provide training and support."

Simulation 2

- *Mae gwaith yr Uned Dyslecsia yn ymestyn dros ardal eang Gogledd-Orllewin Cymru, a'r rhan helaethaf ohoni'n wledig. O ganlyniad, nid yw'r Uned yn cynnal canolfan addysgu. Mae ganddi swyddfeydd ac ystafelloedd at ddefnydd athrawon, ond addysgir yn bennaf mewn ysgolion neu leoedd eraill.*

Autism

Is a developmental disability that results from a disorder of the human central nervous system it includes

- impairments to social interaction, communication, interests, imagination and activities.
- Exhibit marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction,
- failure to develop peer relationships appropriate to developmental level,
- a lack of spontaneous, seeking to share enjoyment, interests, or achievements with other people,
- or a lack of social or emotional reciprocity.

Autism Abuse Statistics

- 18.5% of children with autism have been physically abused and 16.6% have been sexually abused
- In 2006 a survey of over 1500 individuals with autism and caregivers found that:
 - 35% reported that they have been the victim of a crime
 - 38% reported experiencing physical abuse or assault
 - 32% reported emotional abuse
 - and 13% reported sexual abuse

www.autism-society.org

Learning Disabilities

- Perceptual problems-trouble taking information in through their senses and/or processing that information.
 - Dyslexia: inability to read due to brain processing information
 - Dyscalculia: inability to do mathematics
 - Dysgraphia: inability to write
 - Dysphasia: impairment of the ability to speak or understand language
 - Visual discrimination: seeing the difference in objects
 - Visual perception: seeing things in the right order
 - Auditory figure ground perception: hearing one sound against a background noise.
 - Auditory discrimination: differentiating between similar sounds like 19 and 90
 - Auditory sequencing: hearing sounds in the correct order

Reception Etiquette

- Know where accessible restrooms, drinking fountains and telephones are located.
- Use a normal tone of voice when extending a verbal welcome. Don't raise your voice unless requested.
- When introduced to a person with a disability, it is appropriate to offer to shake hands.
- Treat adults in a manner befitting adults:
- When addressing a person who uses a wheelchair, never lean on the person's wheelchair. The chair is part of the body space that belongs to the person who uses it.

- When talking with a person who has a disability, look and speak directly to the person, rather than through a companion who may be along.
- If an interpreter is present, speak to the person who scheduled the appointment, not to the interpreter. Always maintain eye contact with the applicant, not the interpreter.
- Offer assistance in a dignified manner with sensitivity and respect. Be prepared to have the offer declined. Don't proceed to assist, if your offer is declined. If the offer is accepted, listen to, or ask for instructions.

Conversation Etiquette

- When talking to a person with a disability, look and speak directly to that person.
- To get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly. Keep hands, etc. away from your mouth when speaking.
- When talking with a person in a wheelchair for more than a few minutes, utilize a chair, whenever possible, in order to place yourself at the person's eye level to facilitate conversation.
- When greeting a person with a severe loss of vision, always identify yourself and others who may be with you.
- Listen attentively when you are talking to a person who has a speech impairment. Exercise patience rather than attempting to speak for a person with speech difficulty. Never pretend to understand if you are having difficulty doing so. Repeat what you say
- Do not shout at a hearing impaired person.

Interpreting vs. Transliterating

- Interpreter-One who translates orally from one language into another.
- Transliterate-**transcribe something into another alphabet:** to represent letters or words written in one alphabet using the corresponding letters of another.

Does your agency know where to find one or the other?

For a list e-mail shelly@ocadvsa.org

Service Animals

- **Do you have to admit a client with a service animal?**
YES....even if others don't want it there. This animal is needed for the clients functioning.
- Never touch the animal without asking first, it is working
- Do not distract the animal by whistling, trying to play etc.
- Federal Law requires you to modify any “no animal policy” to accommodate victims with service animals.
(title III of the Americans with Disabilities Act, and Fair Housing Act)

Accessibility Issues



Really???



FAIL



failblog.org



Be Sensitive

Disability Awareness Month

Spot faculty, staff or student in wheelchair and snap a picture with cell phone

FAIL



Drop by Disability Resource Office with picture for chance in drawing for a gift certificate.

Handicap Access



A Little Better



Any Questions/Comments?

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