

More Than One Way to AccessAbility



"Treat people as though they are what they ought to be and you help them become what they are capable of being."

- Goethe



NIE
NEWS IN EDUCATION
THE TAMPA TRIBUNE
TBO.COM, KEYWORD: NIE



A young girl gives the sign for I Love you

People are People FIRST

People with disabilities make up the largest minority group in the United States -- a group anyone can join at any time -- at birth, in the split second of an accident, through illness or aging. If and when you have a disability, how will you want to be described?

The greatest obstacles facing people with disabilities are attitudes and misperceptions. One of these misperceptions is that a medical diagnosis defines who you are. Would you want to be known as "autistic", "myopic", or some other medical diagnosis you might have?

People First Language puts the person before the disability and describes what a person has, not who a person is. People First Language does not use the medical condition or diagnosis as an adjective. For example, Randy has autism; Randy is not autistic. The U.S. Developmental Disabilities/Bill of Rights Act states,



"Disability is a natural part of the human experience." A disability represents a body function or part that works differently. Disability, like your age, is a part of you; it's not all that you are.

You don't say, "I have a problem seeing," you say, "I need glasses." We can say, "Ben uses a wheelchair," instead of "Ben is confined to a wheelchair." The wheelchair is a good thing. It provides Ben with independent mobility!

A person's potential cannot be predicted by a diagnosis. Words can create positive or negative attitudes. Do you want to be known by your "problems" or by the positive characteristics that make you the unique individual you are? [Adapted from Kathie Snow's article, People First Language, at www.disabilityisnatural.com and used with permission.]

What Is NIE?

News In Education (NIE) is a cooperative effort between schools and The Tampa Tribune to promote the use of newspapers as an educational resource. As part of our commitment to improving education, NIE, in partnership with WFLA-TV News Channel 8 and TBO.com, has expanded to reflect a multimedia strategy. NIE provides schools with class sets of The Tampa Tribune, plus our award-winning study guides, at no cost to teachers or schools. The Tampa Tribune absorbs all production costs and half the cost of newspapers; the other half of the newspaper cost is paid for through the sponsorships of generous community-minded companies, individuals,

foundations and government agencies, in this case the Hillsborough County Alliance for Citizens with Disabilities and The Mayor's Alliance for People with Disabilities. The Tampa Tribune and our NIE curricula are rich, educational tools, offering teachers an up-to-the-minute, living text and source for countless projects in virtually every content area. Through the generosity of our sponsors, we can deliver Tampa's newspaper and quality curriculum to thousands of students on a daily basis. For more information about how you can support NIE, call (813) 259-7329 or 1-800-527-2719, e-mail bdube@tampatrib.com or log onto TBO.com, Keyword: NIE. Each activity in this publication is aligned to the Sunshine State Standards. The Sunshine State Standards are a set of statewide academic guidelines that represent the knowledge and skills Florida students will

need to achieve in order to succeed in the world of work or college.

This guide incorporates the following Sunshine State Standards:

LA.6.1.6.2, LA.7.1.6.2, LA8.5.2.1, LA8.5.2.2, LA8.5.2.3, LA6.3.11, LA6.3.1.2, LA6.3.13, LA6.3.2.1, LA6.3.2.2, LA7.3.1.1, LA7.3.1.2, LA7.3.1.3, LA7.3.2.1, LA7.3.2.2, LA8.6.2.1, LA8.6.2.2, LA8.6.2.3, LA8.3.1.1, LA8.3.1.2, LA8.3.1.3, LA8.3.2.1, LA8.3.2.2, LA8.3.3.1, LA8.3.3.2, SS6.W.1.6, SS6.W.1.1, SS6.W.1.3, SS6.W.1.4, SS7.C.2.5, SS7.C.3.6, SS8.A.1.1, SS8.A.1.2, SS8.A.1.3, SS8.A.1.4, SS8.A.1.5, SS8.A.1.6, SS8.A.4.9, LA6.2.2.1, LA6.2.2.3, LA6.1.7.3, LA6.1.7.1, LA7.2.1.4, LA7.2.1.5, LA7.2.2.1, LA7.2.2.3, LA7.1.7, PE6.R.1.2, PE7.R.1.2, PE8.R.1.2, PE6.L.1.1, PE6.L.1.2, PE6.M.1.4, PE6.R.1.2, PE6.R.1.4, PE6.R.1.5, PE6.R.2.2, PE7.C.1.1, PE7.L.1.1, PE7.L.1.2, PE7.M.1.7, PE7.R.1.2, PE7.R.1.3, PE7.R.1.4, PE7.R.1.5, PE8.C.1.3, PE8.L.1.1, PE8.L.1.2, PE8.R.1.2, PE8.R.1.3, PE8.R.1.4, PE8.R.1.5, LA6.2.2.3, LA6.2.2.4, LA6.2.2.5, LA7.2.2.1, LA7.2.2.3, LA7.2.2.4, LA7.2.2.5, LA8.1.7.1, LA8.1.7.3, LA8.2.1.5, LA8.2.2.1, LA8.2.2.2, LA8.2.2.3, LA8.2.2.4, LA8.2.2.5, LA6.3.1.1, LA6.3.1.2, LA6.3.1.3, LA7.3.1.1, LA7.3.1.2, LA7.3.1.3, LA7.3.2.1, LA7.3.2.2, LA7.4.2.1, LA7.4.2.3, LA7.6.2.2, LA7.6.2.3, LA8.3.1.1, LA8.3.1.2, LA8.3.1.3, LA8.3.2.1, LA8.3.2.2, LA8.4.2.2, SS6.W.1.3, SS6.W.1.4, SS8.A.1.1, SS8.A.1.2, SS8.A.1.3, SS8.A.1.4, SS8.A.1.5, SS8.A.1.6, SS8.A.1.7, LA6.1.6.1, LA6.1.6.5, LA7.1.6.1, LA7.1.6.5, LA8.1.6.1, LA8.1.6.5, LA8.1.3.8, LA8.1.6.9

Accessible Communication



What do you do when you need to communicate or interact with someone who has a disability? The same things you do when you interact with anyone: Ask rather than assume; listen and respect the other person as an equal.

You shake hands. If Prash doesn't have a hand, grip his forearm. If Rita doesn't have arms, nod your head and smile. If Jill is blind, identify yourself and say something like "Shall we shake hands?" Tell her when you need to end the conversation. And, it's OK to say "See you later" to someone who is blind.

If Jim has a developmental disability you may need to use simple words and short sentences. Talk in a quiet area. You may need to repeat what you say.



If Trish uses a wheelchair, move so you speak to her face to face, at eye level. Don't lean or hang your backpack on her wheelchair; respect her space!

If you cannot understand Tom, ask him to speak more slowly or repeat what he said. Never pretend to understand. Listen to him as you would anyone else. Do not interrupt.

If you have a question about David's disability, first ask whether he would mind a personal question. Keep what he tells you to yourself as a sign of respect for his trust in you.

Never make assumptions about what someone can or cannot do. Always ask someone if they need help and, if so, what type of help they prefer. Relax and be yourself when communicating with people who have a disability. Treat others as you would like to be treated.

Many accommodations and communication aids exist to make communication easier. These may include materials in alternative formats such as large print, models, a foreign language, video tape with open captioning, audio tape, Braille, computer disks, assistive listening devices or readers.

Large print material usually means print is no smaller than 16- or 18-point bold type. Even with print this size, people with severe visual impairments use magnifiers to read it. A sans serif font such as Arial (without fancy ends on the letters) is easier to read than a serif font like Times New Roman. Make sure you use a 70% color contrast between any print and the background. Consider contrast and glare when selecting paper. The best contrast with the least glare is usually achieved using off-white, non-glossy paper.

Emails or providing computer disks may be the most cost-effective means of alternative media. People who are blind or who have visual impairments may prefer to receive material on computer disk that they can listen to using voice-output, or read with print enlarging hardware and software on their computers.

Print materials, such as newspapers and magazines, can be made available on audio tape or CD. You can do this yourself or find a professional. In the Tampa Bay metro area, WUSF-FM provides the Radio Reading Service to listeners with disabilities. Volunteers go to the radio station and read newspapers, magazines, books and ads on the air!

If Jeff has a hearing loss, tap him on the shoulder to get his attention. If Carol is deaf and reads lips, make sure you face the light source and keep your hands away from your mouth as you speak. If Carol uses a sign language interpreter, always speak to Carol, not her sign language interpreter.

Text telephones (TTY or TTD) are for people who are deaf, hard of hearing or have speech impairments. The TTY user places the telephone handset on the TTY and types their portion of the conversation. Another option, the Florida Relay Service, may be accessed by dialing 711. It "mediates" calls between those who can hear and those who cannot.

Be on the lookout for new developments in technology – high or low tech. What does the technology do? How does it help people gain independence?

[Information adapted, in part, from Tips and Strategies to Promote Accessible Communication, by the North Carolina Office on Disability and Health and from the National Service Inclusion Project.]

Americans with Disabilities Act



In 1990, President George H.W. Bush signed the Americans with Disabilities Act (ADA) into law. The ADA is a comprehensive civil rights law. It prohibits discrimination on the basis of disability in employment, state and local government programs, public accommodations, commercial facilities, transportation and telecommunications.

The ADA protects any individual with a physical or mental impairment that substantially limits a major life activity such as eating, dressing, bathing or working. This includes people who are blind and people who are deaf or hard of hearing. Some people have disabilities that you cannot see such as people living with autism or a learning disability.

The ADA states that employers who have 15 or more employees must provide "reasonable accommodations" to allow workers with disabilities the ability to perform the essential functions of their jobs. An accommodation helps people with disabilities do something, such as making room for a wheelchair in your work space or providing computer equipment that reads to a person who is blind. These accommodations should be provided at no charge to the employee unless it is an "undue burden" on the employer.

Providing accommodations often attracts new business. A bank teller who is deaf attracted lots of new customers to SunTrust Bank in Tampa. She was the only teller in town who could communicate using American Sign Language!

The ADA states that public services such as schools must not discriminate against people with disabilities. The ADA provides general protection against discrimination for anyone

with a disability, including parents and others, who might need an accommodation. Another law, the Individuals with Disabilities Education Act, provides support for students with specific disabilities. It requires the school to develop an Individualized Education Program (IEP) for each student with a disability.

The ADA requires that new buildings, and buildings being renovated, be built to specific standards that make them accessible (i.e., easily approached, entered or used). The State of Florida has adopted these standards (and added a few more) and put them into the state building code to ensure that new buildings are accessible.

On Sept. 25, 2008, President George W. Bush signed into law the Amendments to the Americans with Disabilities Act. The ADA Amendments Act of 2008 which took effect

Jan. 1, 2009, expands the definition of "major life activities" to include major bodily functions as well as those activities such as walking, bending, communicating, etc. The Amendment also requires that the definition of "disability" under the ADA be interpreted broadly. Bodily functions refer to the functions of various systems in the body, such as the immune, respiratory, digestive, neurological and circulatory systems.

The Amendments Act of 2008 states that things that help people with disabilities perform their normal routines, such as assistive technology and telecommunications equipment (other than eyeglasses and contact lenses), have no influence on whether someone has a disability under the law. This means that if you have trouble hearing but wear a hearing aid, you still have a disability. The disability doesn't go away because you wear a hearing aid. The Amendments Act also clarifies coverage of impairments that only happen once in awhile but substantially limit a major life activity when active, such as epilepsy or seizures.

Florida also has several laws about disability. In 2008, the Florida Senate passed Bill 856 stating that public school students receive disability awareness training. This News In Education publication was developed in response to that law. The Florida Human Rights Act of the Florida Statutes Chapter 760 makes it unlawful to discriminate against people with disabilities in employment, housing and public accommodations.

These are just a few of the laws that provide equal access to employment, public services and private businesses for all Americans, regardless of disability.

Resources

U. S. Department of Justice

www.usdoj.gov
800-514-0301

U.S. Access Board

800-872-2253 (voice);
800-993-2822 (TTY)
E-mail: ta@access-board.gov
www.access-board.gov

Advocacy Center for Persons with Disabilities, Inc.

800-342-0823; 800-346-4127 (TTY)
www.advocacycenter.org

Being Inclusive

Inclusive education means educating students with and without disabilities together. Students with disabilities may receive specially designed instructional adaptations and support in regular education classrooms to help them meet individualized goals and succeed as learners.

Research studies show that inclusive education benefits students with and without disabilities. Students gain academically while developing effective communication skills. Students with disabilities develop social relationships with their "typical" peers and learn many positive behaviors.

Screenings for Children

Dad can't understand his 4-year-old daughter. A daycare teacher says, "Tim doesn't follow directions." Grandma tells Mom, "That baby should be walking by now!" Have a question about your child's development but don't know who to call? Try your local school district's Child Find office or the Department of Health's Children's Medical Services (CMS) Early Steps office.

Child Find offices are found throughout the state of Florida. They provide free developmental screenings for children 3 to 5 years old. CMS Early Steps offices take care of children from birth to 3 years of age. Both programs examine vision, hearing, speech/language and overall cognitive development. This includes motor, social and self-help skills. In Hillsborough County, Child Find and Early Steps partner with the Early Childhood Council to provide those free screenings by appointment only to children from birth to 5 years of age.

Early Steps and Child Find provide support to families. The Family Resource Specialists can be found at www.early-intervention.org. In Hillsborough County call 813-375-3980 ext. 23; in Hernando, Pasco or Pinellas call 727-767-6705; in Polk call 863-686-1221 ext. 228.

Appointment schedules can be seen by linking to the Florida Diagnostic and Learning Resources System's (FDLRS) Web site at fdlrs.mysdhc.org or by calling 813-837-7723 or 813-837-7724 en español.

A brief telephone interview can confirm the need for a screening or a direct referral for assessment. In Hernando call 352-797-7021; Pasco call 727-774-2630; Pinellas call 727-793-2731; and Polk call 863-647-4262.

For information on Early Steps in Hillsborough and Polk call 813-974-0602; in Hernando, Pasco and Pinellas call 727-767-4403.



Once Upon a Timeline

Research these and other laws related to accessibility and disability. Create a timeline of the laws or events you researched.

- The Americans with Disabilities Act of 1990
- Rehabilitation Act of 1973
- Fourteenth Amendment to the U.S. Constitution
- The Fess-Smith Civilian Vocational Rehabilitation Act
- Fair Labor Standards Act
- Florida Human Rights Act
- Civil Rights Act
- The Architectural Barriers Act
- Individuals with Disabilities Education Act
- Civil Rights of Institutionalized Persons Act
- Voting Accessibility for the Elderly and Handicapped Act
- Air Carrier Access Act
- Fair Housing Amendments Act

Sunshine State Standards: LA.6.3.11, LA.6.3.1.2, LA.6.3.13, LA.6.3.2.1, LA.6.3.2.2, LA.7.3.1.1, LA.7.3.1.2, LA.7.3.1.3, LA.7.3.2.1, LA.7.3.2.2, LA.8.6.2.1, LA.8.6.2.2, LA.8.6.2.3, LA.8.3.1.1, LA.8.3.1.2, LA.8.3.1.3, LA.8.3.2.1, LA.8.3.2.2, LA.8.3.3.1, LA.8.3.3.2, SS.6.W.1.6, SS.6.W.1.1, SS.6.W.1.3, SS.6.W.1.4, SS.7.C.2.5, SS.7.C.3.6, SS.8.A.1.1, SS.8.A.1.2, SS.8.A.1.3, SS.8.A.1.4, SS.8.A.1.5, SS.8.A.1.6, SS.8.A.4.9



Base (bell) Ball

Create two teams. Mark one base that is about 30-50 feet away from where players "bat." Everyone but one person on each team puts on a blindfold. The two sighted people are the referees. Buy a ball that makes noise or put several jingle bells inside a ball by pushing bells through holes of whiffle ball or through valve of inflatable ball before you blow the ball up. One team is "at bat." The other team is in the field. The referee on the team at bat points the first blindfolded player toward the field. The player "at bat" throws the bell ball into the field while the four blindfolded fielders try to find the ball. The "batter" runs toward the base. How does the player know where the base is? The referee on the fielding team is on the base clapping his hands or making noise!

If a player gets to the base first, his team gets the point; if the fielders find the bell ball first then no point is scored! After all four players are "up" switch sides and see how many points you get!

Sunshine State Standards:

PE.6.L.1.1, PE.6.L.1.2, PE.6.M.1.4, PE.6.R.1.2, PE.6.R.1.4, PE.6.R.1.5, PE.6.R.2.2, PE.7.C.1.1, PE.7.L.1.1, PE.7.L.1.2, PE.7.M.1.7, PE.7.R.1.2, PE.7.R.1.3, PE.7.R.1.4, PE.7.R.1.5, PE.8.C.1.3, PE.8.L.1.1, PE.8.L.1.2, PE.8.R.1.2, PE.8.R.1.3, PE.8.R.1.4, PE.8.R.1.5



Recreation and Leisure Fun for Everyone!

Sports give everyone the chance to be active, healthy and enjoy the camaraderie of being part of a team. People with disabilities play the same sports and enjoy the same activities as people without disabilities, although other leagues or competitions may provide additional opportunities. How can someone who uses a wheelchair water ski? How does a track athlete who is blind know where to run?

Accommodations make sports accessible to people with disabilities. An adaptive water ski allows someone using a wheelchair to skim over the water. A running partner helps guide the runner who is blind. Wheelchair basketball and rugby teams play such spirited games, you don't even realize the players use wheelchairs!

The benefits of participating in sports are well known. In addition to improving muscle strength, range of motion and coordination, participants develop skills in team building, confidence and self-reliance. Lasting friendships are developed through sports and recreation.

County parks and recreation departments offer sports for children and adults of all abilities. Established leagues such as Challenger Baseball and Power Soccer offer still others. BlazeSports is a nonprofit organization that offers athletic training and sports competitions at all levels -- from the recreational player to the elite Paralympics athlete. The Paralympics are like the summer and winter Olympic Games, only for athletes with physical disabilities. The Paralympics are held just two weeks after the close of the Olympic Games in the same country using the same venues.

Special Olympics is a global nonprofit organization serving nearly 200 million athletes with disabilities in more than 180 countries worldwide. Through the 30 Olympic-style summer and winter sports, 25,000 competitions are offered around the world. More than 500,000 coaches and 700,000 volunteers are needed every year for the Special Olympics.

Volunteer at or join your local parks and recreation centers. For information on Special Olympics call Tom Denham at 813-362-2573 or specialolympics@tampabay.rr.com. For more information about Blaze Sports and local Paralympic teams, please call Andy Chasanoff at 813-744-5307 or email chasanoff@hillsboroughcounty.org.

Resources

Cerebral Palsy International Sports and Recreational Association – www.cpisra.org

International Blind Sports Federation – www.ibsa.es

International Paralympics Committee – www.paralympic.org

International Wheelchair and Amputee Sports Federation – www.iwasf.org

National BlazeSports – www.blazesports.org

Special Olympics – www.specialolympicsflorida.org

United Association for Blind Athletes – www.usaba.org

Wheelchair Sports USA – www.wsusa.org



Assistive Technology

Assistive Technology allows people with disabilities to do tasks independently. Assistive Technology includes products or equipment that is either custom made or found commercially and used or modified for use.

Are your fingers cramped from typing your report last night? Are your eyes strained from staring at the monitor? Feeling impatient because the ringing phone won't let you rest?

Well, imagine that your fingers do not move. You are unable to see the monitor in front of you. You are unable to hear the ringing telephone. You have work to do. What would you do?

Thousands of people with a disability use assistive technology to do everyday tasks. If people are unable to use their hands to click a mouse or operate a keyboard, they can dictate into a microphone and use their voice instead.

People who are blind or have impaired vision use software that speaks aloud what is on the screen or software that enlarges and highlights text on the screen. For those who can't hear, special telephones have a flashing strobe light to announce an incoming call and an LED screen that writes out what the caller is saying.

Debbie has a head injury from a car accident. She is unable to talk. A communications device has a voice that speaks the words she types into a specially designed computer.

This assistive technology allows Debbie to go back to work and interact with her supervisor and co-workers.

A veteran injured in the service, John was provided with a wheelchair that allows him to transition from a seated to standing position while remaining in the wheelchair. This makes it possible for him to return to his old job as a chef.

Not all assistive technology is expensive. After a stroke, Tina had trouble moving her left arm and leg. She is able to live at home, safely and independently, using assistive technology. If she falls, Tina can activate a personal alarm system to contact her family. She uses a talking calendar to remind her of her doctor's appointments.

Joel has Asperger's syndrome, a type of developmental disability. He uses his personal digital assistant, a hand-held computer, to stay organized. Either Joel or his parents program into the computer activity alarms that remind him to brush his teeth, get dressed in time to catch the school bus, and visit the nurses' office for medication. These programmed reminders let Joel move independently through his day without having to be reminded by his mother or teachers.

Assistive Technology allows people to attend school, work, travel and even live in their own home. Assistive Technology helps people be independent and restores their confidence and self-esteem. Can you think of anyone you know who uses assistive technology?

Resources

Each school district has a team called Local Assistive Technology Specialists who meet with parents and students to decide if assistive technology would be useful. They loan equipment; train students, parents and teachers; and monitor progress. In Hillsborough County call 813-273-7025. In Pinellas call 727-588-6000 x6032. In Pasco call 813-794-2117. In Hernando call 352-797-7000 and in Polk call 863-534-0500.

Florida Alliance for Assistive Services and Technology (FAAST) is Florida's Assistive Technology Act Program. Services include Demonstration Centers where people can try assistive technology, a statewide device loan program, a financial loan program and a website called "AT Bay" where people can list assistive technology for sale, donation or request. Log onto www.faast.org or call 888-788-9216 (statewide). For more information, contact the Central Regional Demonstration Center in Tampa at 813-844-7591 (813-844-7767 TTY) or email faastcen@tgh.org.





Disability

Fifty-one million individuals in the United States live with a disability. Some of them are children and others are parents or grandparents. Raising a child can be the toughest and most rewarding responsibility in the world. This is especially true when someone in the family has a disability. A mom with only one arm can carry her newborn baby just as safely as a parent with two arms. A young boy who is blind can do just as many chores and get just as many A's on his report card as his sister who can see.

It is important that siblings with and without disabilities each do chores and participate in family activities. Doing these things is critical to each person's independence and happiness. The challenge for siblings with a disability is that they need to become experts in finding the best way for them, individually, to get things done, with or without assistive technology or the help of someone else.



VIP2 Club

The VIP2 Club means Very Important People who are Visually Impaired People. It is a unique club of middle and high school students who have visual impairments and attend school in Hillsborough County. Many members are the only student with a visual impairment in their school. The club provides students with opportunities to meet each other and to promote awareness about vision impairments among their peers.

Past club activities have included field trips to the Southeastern Guide Dog School and MacDill Air Force Base. While on field trips, students explore career choices and discover recreational opportunities. Students also work with younger students who are visually impaired. They discuss issues related to independent living, social skills, problem-solving, assistive technology, Braille, self-advocacy, orientation and mobility.

Need Community Service Ideas? Volunteer!

- Special Olympics
- Bacchus Therapeutic Horseback Riding
- Inclusive community preschool programs
- Health Fairs for Special Needs Groups
- An afterschool program in your area serving children with disabilities

Students who participate in the VIP2 Club learn leadership skills and make great strides socially and in academic achievement. For more information, contact Laura Brown, Coordinator for the Visual Impaired/Deaf-Blind Program in Hillsborough County Public Schools, 813-837-7840. In other counties, check with your Exceptional Student Education Program, Lighthouse for the Blind or Division of Blind Services.

and the Family

Gregg sees that both of his parents have the same expectations for him as they do for his sister who is deaf. Two teenagers let their dad, who lost both legs in the war, do as much as he can for himself when cleaning the garage. They offer help when needed. Letting family members, whether they have a disability or not, do as much as they can for themselves, is a sign of respect. It encourages individuals to grow and develop independence and a sense of responsibility and pride. Everyone becomes a contributing family member.

This family support also helps reduce any feelings of embarrassment that a sister might have because her brother takes longer than others to read or count money when making a purchase. Family support reduces the tendency for a parent or sibling to want to do everything for a son or brother with a disability. Family members see that disability as just one of the many differences that would make any

member of the household unique.

If someone in the family has a disability, family members should be encouraged to talk about the disability, how it makes them feel, what that means for the person with the disability, and how everyone else in the family can encourage him or her to be as independent as possible. Having these conversations can be difficult, so families should remember that help is available from professionals including support groups, physicians, social workers or therapists.

Sometimes just having fun as a family helps everyone feel good while putting on hold negative emotions and anxieties over differences. Many sources of information and support are available for families supporting the independence and inclusion of their family member with a disability. Don't be afraid to try them all to find what works best for you!



Accessible Party Fun

When playing Pin the Tail on the Donkey at your birthday party, what accommodations would you need to make to include friends who are blind, deaf, use a wheelchair or cannot read words? How could you share the music being played with a friend who is deaf?

Sunshine State Standards:

PE.6.R.1.2, PE.7.R.1.2, PE.8.R.1.2

Who Do I Want To Be?

Research the following careers and pick three that interest you. Where in your community do these professionals work? Find out what they do.

Audiologist, mobility specialist, occupational therapist, audio describer, ophthalmologist, disability advocate, art therapist, dance therapist, music therapist, physical therapist, speech therapist, pharmacist, nurse, physician, medical technologist, recreational therapist, rehabilitation engineer, orthotist, prosthetist, social worker, job coach, architect, sign language interpreter, and vocational rehabilitation counselor.

Sunshine State Standards:

Reading - LA.6.2.23, LA.6.2.24, LA.6.2.25, LA.7.2.2.1, LA.7.2.2.3, LA.7.2.2.4, LA.7.2.2.5, LA.8.1.7.1, LA.8.1.7.3, LA.8.2.1.5, LA.8.2.2.1, LA.8.2.2.2, LA.8.2.2.3, LA.8.2.2.4, LA.8.2.2.5

Writing - LA.6.3.1.1, LA.6.3.1.2, LA.6.3.1.3, LA.7.3.1.1, LA.7.3.1.2, LA.7.3.1.3, LA.7.3.2.1, LA.7.3.2.2, LA.7.4.2.1, LA.7.4.2.3, LA.7.6.2.2, LA.7.6.2.3, LA.8.3.1.1, LA.8.3.1.2, LA.8.3.1.3, LA.8.3.2.1, LA.8.3.2.2, LA.8.4.2.2, SS.6.W.1.3, SS.6.W.1.4, SS.8.A.1.1, SS.8.A.1.2, SS.8.A.1.3, SS.8.A.1.4, SS.8.A.1.5, SS.8.A.1.6, SS.8.A.1.7

Getting Around



If you have someplace to go, you don't think much about it, do you? You probably just get in the car, climb on the bus, hop on your bike or walk. But, what if you had to use crutches or a wheelchair? How would you get to school if you couldn't see?

Here are some resources for you to get around your community!

**Bay Area Commuter Service
(Hernando, Hillsborough,
Pasco, Pinellas Counties)**

813-282-8200
www.tampabayrideshare.org

Hernando County

THE Bus
352-754-4444
www.hernandobus.com

Hillsborough County

**Hillsborough Area Regional
Transit Authority (HART)**
813-254-4278
www.goHART.org

Sunshine Line

813-272-7272
www.hillsboroughcounty.org/hss/sunshine

Pasco County

**Pasco County Public
Transportation (PCPT)**
727-834-3322
www.ridepcpt.com

Pinellas County

**Pinellas Suncoast Transit
Authority (PSTA)**
727-540-1800
www.psta.net

Polk County

**Citrus Connection and
Winter Haven Area Transit**
863-688-7433
www.ridecitrus.com

A Center for Independent Living (CIL) is a community-based agency that helps people with disabilities live as independently as possible. Need help? Contact the CIL nearest you.

Hernando County

Center for Independent
Living of North Central
Florida
877-232-8261
www.cilncf.org

**Hillsborough
County**

Self Reliance Center for
Independent Living
813-375-3965
www.self-reliance.org

Pasco County

Caring and Sharing
Center for
Independent Living
727-945-8933
www.cascil.org

Pinellas County

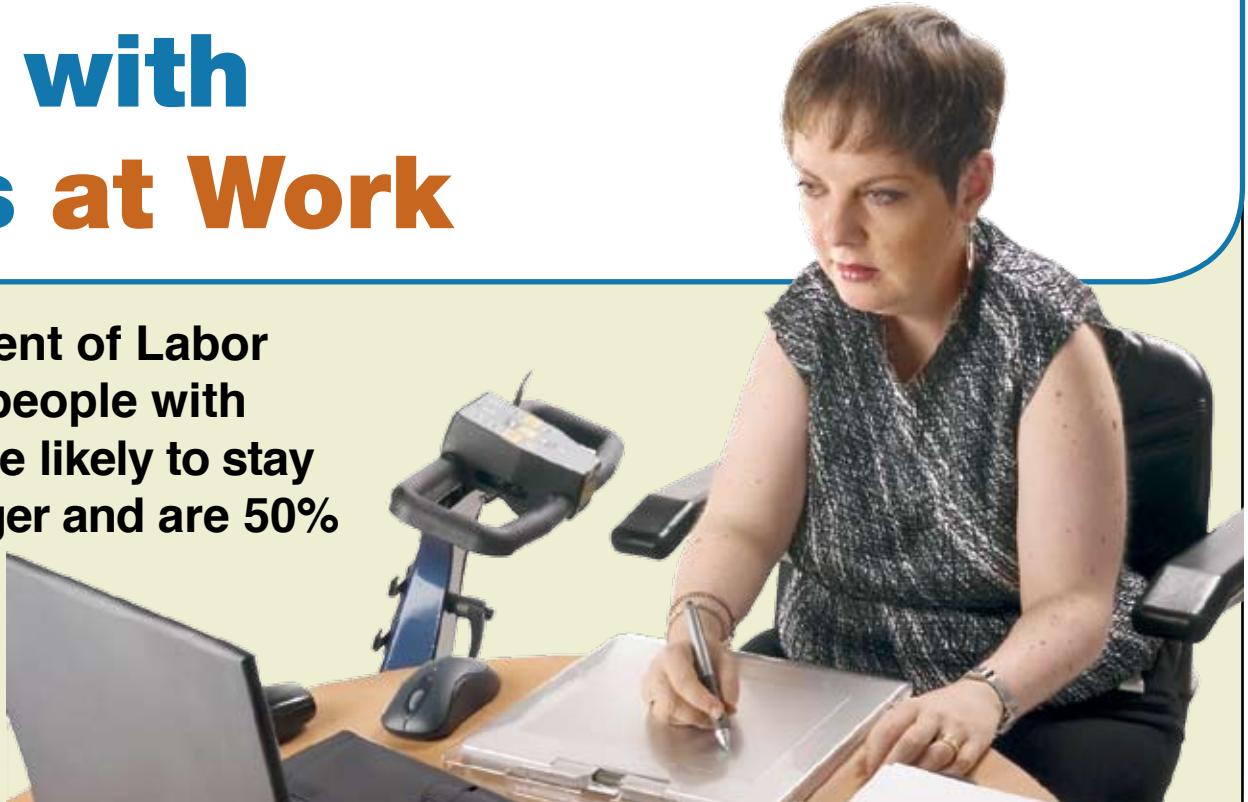
Caring and Sharing
Center for
Independent Living
727-577-0065
www.cascil.org

Polk County

Center for Independent
Living
863-413-2722
www.cilorlando.org

People with Disabilities at Work

In March 2009, Department of Labor statistics revealed that people with disabilities are 70% more likely to stay at a job five years or longer and are 50% less likely to be absent or late for work than a non-disabled person.



About 22% of people in the workforce have disabilities. The unemployment rate for people with disabilities is higher than for people without disabilities. Employers are required by the ADA to provide "reasonable accommodations" for existing employees and qualified job applicants. Most employers fear the cost of providing accommodations will be high, according to the Office of Disability and Employment Policy.

Since most accommodations cost employers under \$100, the fears are usually unfounded. Reasonable accommodations can be as simple as changing the hours someone works or labeling supplies with pictures instead of words. A job coach can help someone with a disability learn their duties on the job and assist employers in identifying necessary accommodations. The Division of Vocational Rehabilitation and the Department of Blind Services also can help in identifying accommodations such

as amplified telephones, ergonomic work stations, modified keyboards, a motion sensor activated light switch, vibrating wrist watch, screen reader software or voice-activated environmental control systems.

Shannon Patton, Community Relations Manager for Publix Supermarkets, explains that Publix associates with disabilities are among the most loyal, committed and dependable part of the workforce. A woman unable to speak wanted to be a cashier. Publix provided an accommodation by putting a sign at her register, asking customers to look directly at the cashier so she could read their lips to understand what was said.

Businesses that employ people with disabilities may be eligible to get tax credits of up to \$5,000 per year for accommodations. Tax deductions of up to \$15,000 per year are available for removing architectural or transportation barriers in the work place. In addition, some communities offer transportation services for people with disabilities to get to work.

Do you know someone with a disability? Talk with him or her and find out where they work and what they do!

Disability Access Symbols

Disability access symbols let people know what services an organization provides. See if you can guess what these symbols mean. If you need help look at www.gag.org.

Sunshine State Standards:

LA.6.1.6.1, LA.6.1.6.5, LA.7.1.6.1, LA.7.1.6.5, LA.8.1.6.1, LA.8.1.6.5, LA.8.1.3.8, LA.8.1.6.9



Universal Design Benefits All



What do you see when you look at the above image? The ramp is an example of Universal Design because it benefits all people – those using strollers and wheelchairs in addition to those using wheeled carts to deliver large packages.

Universal Design is a way of thinking about how things are designed so they look aesthetically pleasing and cool while being convenient and easy to use.

Here are seven basic principles of universal design, as developed at The Center for Universal Design at North Carolina State University:

Equitable Use means that the design must be useful and available to people with different abilities. An entrance with no steps means anyone can get into the building, which makes it easier if using a wheelchair, when pushing a stroller or while moving.

Flexibility in Use means that the designers take a wide range of individual preferences and abilities into account. Televisions that include closed captioning as well as multiple languages allow those who are hearing impaired or who speak a foreign language to enjoy their favorite programs.

Simple and Intuitive Use means making the design simple and easy to understand, regardless of the user's experience, knowledge, language skills or ability. People with arthritis have pain when trying to turn round door knobs. Use of lever handles instead of round doorknobs are easier for everyone to use when opening a door.

Perceptible Information means to communicate information to the user, regardless of the noisy environment or the user's abilities. In elevators, information can be provided through written instructions and floor numbers, Braille instructions

and floor numbers, and through audio announcements such as "Third Floor" and "Going Up."

Tolerance for Error means minimizing dangers and adverse consequences of accidental or unintended actions. Providing warnings like smoke alarms that make a noise and have a flashing light alert everyone to evacuate, including people who are blind, deaf or just playing their music too loudly!

Low Physical Effort means making the design easy to use without people becoming tired. Remote controls allow people to operate television, stereo, garage doors or room lighting without leaving their seat!

Size and Space for Approach means providing adequate space for people to approach, reach, manipulate and use, regardless of someone's body size, posture or means of getting around. Someone using a wheelchair needs a 60" (diameter) circle of space in which to turn around. Airplane seats need to be designed so passengers of all sizes can sit in them.

Everyone is included when professionals such as architects, computer hardware and software designers, builders, exhibit designers and graphic artists take these seven principles into account when creating new things!

AccessAbility with Universal Design

- Download the Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal at <http://www.ada.gov/checkweb.htm>. Use this checklist to see how physically accessible your home or school is.
- Visit a museum, the post office, a movie theater, store or bowling alley near you. Is it prepared to assist someone with a visual or hearing impairment? Someone using a wheelchair? What accommodations do they provide? Do they provide information in alternative formats (e.g., large print, Braille, video with open captioning, audio)?
- Identify three areas of your school that could benefit from Universal Design. What needs to be done? Who would benefit? What would it cost?
- Is there a traffic light in your town with an auditory signal or a visual signal (that counts down time left to cross the intersection)?
- Learn about the White Cane law and the safety of individuals with visual impairments.

Sunshine State Standards:

LA.6.2.2.1, LA.6.2.2.3, LA.6.1.7.3, LA.6.1.7.1, LA.7.2.1.4, LA.7.2.1.5, LA.7.2.2.1, LA.7.2.2.3, LA.7.1.7.

Disaster Preparedness for People with Disabilities

Everyone should have an emergency plan in case of disaster. For information on Special Needs Shelters, log onto www.floridadisaster.org. To sign up for the Special Needs Registry call your county office. In Hernando call 352-754-4083. In Hillsborough call 813-307-8015 ext. 6006. In Pasco call 727-847-8959. In Pinellas call 727-464-3800 and in Polk call 863-534-5600.

The American Red Cross offers a free guide on how people with disabilities should prepare for disasters at www.redcross.org/services/disaster/beprepared/disability.pdf.

Many online resources are available for more information on disaster preparedness. If you do not have computer access at home, use the computers at your local public library to check out the following resources:

- **Florida Emergency Management Community:** www.floridadisaster.org
- **Federal Emergency Management Agency:** www.fema.gov
- **Red Cross:** www.redcross.org and www.prepare.org
- **National Organization on Disability:** www.nod.org/emergency
- **Inclusive Preparedness Center:** www.inclusivepreparedness.org



Voting is Your Right

By law, all polling places must be accessible to persons with disabilities. This means having accessible parking spaces and ramps for wheelchair users and at least one accessible voting machine. Voters with vision problems may select choices on a touch screen monitor while the ballot is read to them through earphones. Absentee ballots are another option.

Contact the Supervisor of Elections Office for Voter Registration Information in your area.
In Hillsborough call 813-272-5850.
In Pasco call 352-521-4319.
In Pinellas call 727-464-6239.
In Polk call 863-534-5888.
In Hernando call 352-754-4425.



The Arts are for Everyone

How do people who can't hear or see well enjoy the theater or a museum? They must miss a lot! Not really, because there are many ways to help people enjoy the arts. Being "accessible" means being able to get into a theater or move around a museum. It also means being able to understand the content of the program. Universal design provides people resources with which to enjoy all types of visual and performing arts.



People who are blind or who have low vision have several services available to them. Alternate formats for theater performances and exhibits can be provided. Braille (a tactile reading and writing system for people who are blind) or large print programs and exhibit labels can be offered. Some museums offer Touch Tours, where visitors may touch exhibits, sculptures and art. Sensory Tours allow theatergoers backstage so they may explore the sets, costumes and even talk with performers in character!

Audio or visual description uses pauses in dialogue or narration to insert description about the settings, costumes, movement, body language and the physical appearance of the characters in a play, dance, film, video or television program. Audio description is usually done live for theater performances and may be either live or recorded for museum tours. Even cell phones can be used to provide audio description of exhibits! In some museums or zoos, volunteers or audio

Listen and Learn

Close your eyes and listen to your favorite television program for five minutes. Open your eyes and watch the show. List what you might have missed when your eyes were closed.

Sunshine State Standards: LA.6.1.6.2, LA.7.1.6.2, LA8.5.2.1, LA8.5.2.2, LA8.5.2.3



Fig. 1: An American Sign Language interpreter signs a musical performance.



Fig. 2: Assistive listening devices minimize background noise.



Fig. 3: Open Captioning of a performance.

tours provide visual description of the artwork or animals.



What if you can see everything, but you cannot hear what is being said? American Sign Language is used to interpret what is being said (Fig. 1). People who have trouble hearing can use Assistive Listening Devices (ALDs) (Fig. 2), which can make it easier to hear by minimizing effects of distance, background noise or poor room acoustics.



Captioning, the visual display of spoken words, is another way to communicate. There are several types of captioning. Closed captioning can be turned on or off and is often used for television programming. Open captioning is always visible and is often used for performances (Fig. 3). Computer-Assisted Real Time Translation (CART) is often used in meetings. It is a type of open captioning in which a person, called the captioner, uses shorthand to type what is being said into a computer. The computer immediately displays complete words and sentences on the screen for people to read.

All of this technology makes the visual and performing arts more accessible and more enjoyable to people with disabilities. Universal design of cultural environments and programs truly benefits everyone.

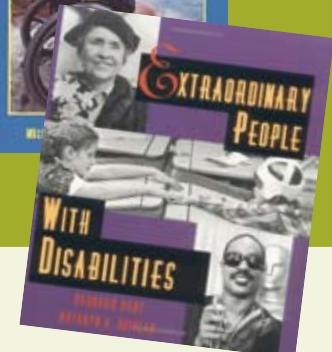
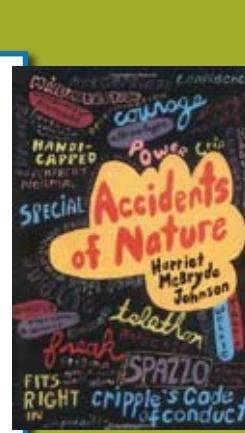
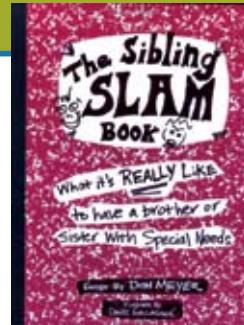
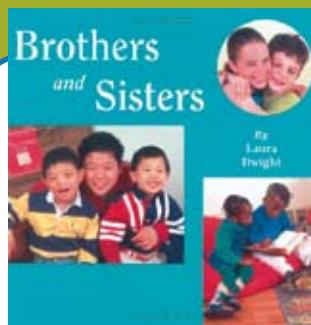
Resources

Audio Description International
www.adinternational.org

Graphic Arts Guild
www.gag.org/resources/disability-access-symbols

National Endowment for the Arts
www.nea.gov/resources/Accessibility

Visual Arts of Florida
www.vsafl.org



Ages 0-24 Months

Itsy Bitsy Spider – Annie Kubler

Learn basic sign language while singing familiar nursery rhymes.

Ages 2-9

A Very Special Friend – Dorothy Hoffman Levi

Fannie discovers a new friend when a deaf girl moves in next door.

Don't Call Me Special: A First Look at Disability – Pat Thomas

Young children find out what a disability is and learn that people with disabilities live happy and full lives.

Ages 6-9

Brothers and Sisters – Laura Dwight

Having a sibling with a disability is not so different from having a sibling without a disability.

Dash! Crash! Splash! – Brock Turner

Daniel adjusts to life using a wheelchair before he learns he can still swim.

Looking Out for Sarah – Glenna Lang

A day in the life of a Seeing Eye dog and his 300-mile walk from Boston to New York with his owner.

Talking to Angels – Esther Watson

Esther shares Christa's view of the world. At the end we find that Christa has autism.

In Silence: Growing Up Hearing in a Deaf World – Ruth Sidransky

Author shares what it was like growing up hearing with two deaf parents.

READING FUN

Universally Designed Books

The Talking Book Library is a free program providing recorded and Braille books and magazines to people of all ages who are blind, visually impaired or physically disabled. In Hillsborough County call 813-272-6024 or 813-272-6305 (TTY). In Hernando call 352-540-6391 or 352-540-6392 (TTY). In Pasco 727-861-3040 or 727-861-3024 (TTY). In Pinellas 727-441-9958 or 727-441-3168 (TTY). In Polk 863-519-7958.

Adapted Toys

Did you know there are two toy lending libraries in the Tampa Bay area? Toys can be borrowed for up to one month at a time from Infants and Young Children or from the Florida Alliance of Assistive Services Technology (FAAST). Some toys have lights, vibrations, sounds and textures that help develop hand-eye coordination; other toys help children learn to communicate.

Infants and Young Children can be reached by calling 813-375-3980 or online at www.early-intervention.org. FAAST can be reached at 813-844-7591 or www.faast.org/demo_c.cfm. Check out the catalogs online.

Ages 10-18

Accidents of Nature – Harriet McBryde Johnson

Teenage girl questions her existence while attending a camp for children with disabilities.

Athletes with Disabilities – Deborah Kent

People and events involved in sports for people with disabilities.

Stuck in Neutral – Terry Trueman

Teenage boy has cerebral palsy; his mind buzzes with thoughts and observations.

Ages 12+

The Sibling Slam Book: What it's Really Like to Have a Brother or Sister with Special Needs – Edited by Don Meyer

Teens answer questions about what it's like to have a brother or sister with a disability.

Ages 18+

The Complete Directory for People with Disabilities – Grey House Publications, ©2009

The Complete Learning Disabilities Directory – Grey House Publications, ©2008

Extraordinary People with Disabilities – Deborah Kent, Kathryn A. Quinlen

Profiles famous people with disabilities; contains a history of the disability rights movement.

Wheelchairs on the Go: Accessible Fun in Florida – Michelle Stigleman & Deborah Van Brunt

Guide for people who use canes, walkers or wheelchairs or simply can't walk far.

Online Resources

ABLEDATA www.abledata.com
Agency for Persons with Disabilities
www.apd.myflorida.com
Arthritis Foundation www.arthritis.org
Autism <http://card-usf.fmhi.usf.edu>
Best Buddies www.bestbuddies.org
Centers for Independent Living
www.ilusa.com/links/ilcenters.htm
Central Florida Parent Center
www.cfparents.org
Corporation for National and Community Service
www.nationalserviceresources.org/practices/topic/152
DeafMD www.deafmd.org
Deafness Resources on the Net
www.deafblind.com/deafness.html
Department of Housing and Urban Development
www.hud.gov/groups/disabilities.cfm
Department of Justice www.ada.gov
Department of Labor www.dol.gov/odep
disABILITY Information and Resources
www.makoa.org
Disability Resources www.disability.gov
Disability Social History Project
www.disabilityhistory.org
DRM Regional Resources Directory
www.disabilityresources.org
Early Childhood and Elementary Age
www.early-intervention.org/family-support-early-steps.htm
Early Childhood Council
www.ecctampabay.org
Easter Seals www.easter-seals.org
Family Network on Disabilities in Florida
www.fndfl.org
Family Support & Resource Centers
www.childrensboard.org
Florida Diagnostic and Learning Resources System
www.paec.org/fdlrsweb/parentservices.htm
Florida Disabled Outdoors Association
www.fdoa.org

Florida Division of Blind Services
<http://dbs.myflorida.com>
Florida Inclusion Network
www.floridainclusionnetwork.com
Florida Relay www.ftri.org/FloridaRelay
Hillsborough County Alliance for Citizens with Disabilities
www.hillsboroughcounty.org/alliance
Hillsborough County Disability Resource Directory
www.hillsboroughcounty.org/alliance/resources/relatedlinks/adalinks
Fair Housing Accessibility Requirements from HUD
www.fairhousingfirst.org/resources/links.html
Housing www.floridahousingsearch.org
Mayor's Alliance for People with Disabilities
www.tampagov.net/dept_mayor/mayors_alliance/
National Center on Learning Disabilities
www.ncld.org
National Council on Independent Living
www.ncil.org
National Federation of the Blind
www.nfb.org
National Information Center for Children and Youth with Disability
www.nichcy.org
National Network of ADA Centers
www.AccessibleTech.org
Paralyzed Veterans of America
www.pva.org
Parks and Recreation
www.ncaonline.org/index.php?q=node/708
Playgrounds
www.christopherreeve.org/atf/cf/%7B3d83418f-b967-4c18-8ada-adc2e5355071%7D/Playground%20Accessibility%207-08.PDF
Southeast Disability Business and Technology Assistance Center
www.sedbtac.org
Spinal Cord Injury www.spinalcord.org
Statewide Advocacy Network on Disabilities www.standadvocates.org
United Cerebral Palsy www.ucp.org
Vocational Rehabilitation
www.rehabworks.org

NIE Tab Editor and Contributors

Editor

Terrie Nolinske, Ph.D., OTR/L

Contributing Organizations

- Boley Centers, Inc.
- Center for Autism and Related Disabilities, USF
- City of Tampa, ADA / Disability Rights
- Department of Social Work, USF
- Family Network on Disabilities of Florida
- Florida Alliance for Assistive Services and Technology
- Florida Inclusion Network
- HCPS Exceptional Student Education
- HCPS Florida Diagnostic & Learning Resources System
- Hillsborough Area Regional Transit
- Hillsborough County Board of County Commissioners, Office of ADA Liaison
- Hillsborough County Public Schools
- MacDonald Training Center
- New Horizon Support Group
- Pinellas County Schools Social Work Department
- Southeast Disability and Business Technical Assistance Center
- Tampa-Hillsborough County Public Library System
- Therapeutic Section of Hillsborough County Parks, Recreation and Conservation Department
- TNI Consultants LLC
- VSA arts of Florida
- YES! of America United, Inc.

SPONSORED BY



NIE
NEWS IN EDUCATION
THE TAMPA TRIBUNE
TBO.COM, KEYWORD: NIE