

# Disability Awareness Workshop

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## Introduction to the Modules

The purpose of this workshop is to introduce and explore important information about people with disabilities. We will demystify the concept “disability” and offer basic skills for interacting with and accommodating people with disabilities.

The following are the goals of the workshop:

- Increase participant awareness of disability issues and disability culture.
- Offer a basic understanding of the barriers preventing people with disabilities from full participation in society.
- Encourage participants with disabilities to share their knowledge and help educate others.

Section 1 contains activities that introduce participants to basic disability concepts and issues, such as the civil rights of people with disabilities. Section 2 introduces participants to the concepts of access and accommodation and encourages participants to become more aware of their environment with regard to access. Section 3 helps participants recognize stereotyping and familiarizes them with appropriate language, etiquette, and disability culture when communicating and interacting with people with disabilities.

Workshop activities are interactive, hands-on, and enjoyable. Each activity provides many examples of the terms and concepts covered and demonstrates the importance of understanding the information presented. Sections 1 and 2 each contain two activities, and the facilitator may choose one activity or the other to impart the information. Sections 1 and 3 are supplemented with handouts that summarize and reinforce the terms and concepts presented in this workshop.

Trainers can easily facilitate this workshop with people with a range of disabilities. If you or your program does not include people with disabilities, you might consider enlisting a staff person or trainer from a local Independent Living Center, Disabled Students Program, or other disability organization to conduct this workshop. Although these materials and activities are designed so that anyone with some basic knowledge of disability and disability issues can facilitate, the material will be most effectively presented by trainers with disabilities. In order to more effectively present these activities, trainers should also see the Empowerment Training and Support Group Facilitation articles in MAP to learn more about approaches to working with groups and difficult situations that can come up during training sessions.

## 1. Welcome

Group check-in, logistics, and session guidelines:

- Please raise your hand or signal if you have questions at any time during the session.
- What do you expect or hope to get out of this training?
- Identify where the restrooms are.

## 2. Goals and Objectives

(see Appendix for handout on page [24](#))

### Goals

- Increase participant awareness of disability culture and issues.
- Encourage a basic understanding of the barriers preventing people with disabilities from full participation in society.
- Elicit personal identification with disability among participants.

### Objectives

- Participants will become acquainted with the Americans with Disabilities Act.
- Participants will become familiar with different types of disabilities as defined by the ADA, including hidden disabilities.
- Participants will learn to recognize different stereotypes of people with disabilities.
- Participants will learn to use appropriate language regarding disability.
- Participants will learn about the basic types of reasonable accommodations used by persons with disabilities (personal assistance services, the removal of physical and communication barriers, and adaptive equipment).
- Participants will discuss attitudes toward disability.
- Participants will become more aware of access issues for people with disabilities.

## 3. Agenda Preview

(see following page for agenda)

## Agenda

### Introduction

Welcome  
Group Check-in  
Logistics and Session Guidelines  
Goals and Objectives  
Agenda Preview  
(10 minutes)

### Workshop Introduction

(5 minutes)

### Section 1 Activity: Group Brainstorming Session *or* BINGO Game

(45 minutes)

### Section 2 Activity: Treasure Hunt *or* Problem Solving

(55 minutes)

### Section 3 Activity: *Able to Laugh*: Video and Discussion

1. Video  
2. Discussion  
(40 minutes)

### Workshop Summary

(15 minutes)

### Evaluation

(10 minutes)

## Workshop Introduction

*The facilitator introduces the workshop:* “The purpose of this workshop is to provide important information regarding the disability community and culture. Some of the topics we will cover include:

- Appropriate language to use when communicating with persons with disabilities;
- Proper etiquette to use when interacting with people with disabilities;
- Access and accommodation issues;
- Civil rights of people with disabilities;

We hope that this overview of disability issues will heighten your awareness and be useful when you interact with persons with disabilities. Our goal is to demystify disability and to examine it simply as a diversity issue.”

## Section 1: Basic Concepts and Issues

### Overview

Section 1 contains activities that introduce participants to basic disability concepts and issues. The facilitator may choose Activity A: Group Brainstorming Session or Activity B: Disability BINGO Game to introduce participants to the terminology, concepts, and issues covered in this section. Both activities are interactive, lively, and suitable as warm-up activities, and both take the same amount of time. Both activities give many examples for using the terms and concepts presented and demonstrate why it is important to understand these concepts.

### Learning Objectives

- Participants will become acquainted with the Americans with Disabilities Act.
- Participants will become familiar with different types of disabilities as defined by the ADA, including hidden disabilities.
- Participants will learn to recognize different stereotypes of people with disabilities.
- Participants will learn to use appropriate language.
- Participants will learn about the basic types of reasonable accommodations used by persons with disabilities (personal assistance services, the removal of physical and communication barriers, and adaptive equipment).

### Activity A: Brainstorming

In this activity, the group brainstorms definitions of disability-related terms and concepts, including positive and negative images of disability, the legal definition of disability, examples of types of disabilities, visible and invisible disabilities, the ADA, barriers, access, and reasonable accommodations. A facilitator or volunteer participant records all the answers given on newsprint or on a whiteboard. After each brainstorm, the answers listed are discussed by the group. To liven up this activity, a facilitator rewards all individuals who give answers with a small prize or treat, such as a colorful eraser or tiny toy.

### Activity B: BINGO

This game introduces participants to disability terms, concepts, and issues and uses examples of reasonable accommodations as well as barriers preventing access. In this activity, the facilitator asks questions about disability and disability issues, and participants search for the best answers on their cards. When someone gets BINGO, the questions asked and answers given are discussed. Forty sheets/cards are provided (see the BINGO Cards in the Appendix beginning on page 36) with the nine winning cards having the number “1” marked in the lower left corner. The other cards are marked with the number “2” in the same place. The cards provided should be reproduced, so participants can mark their answers on them with pens or pencils and, if they wish, write down any other notes from the discussion. The facilitator may choose to give the winners a small prize.

## **Supporting Materials**

Section 1 activities are supplemented with written materials including a handout on the legal definitions of “disability” and “reasonable accommodation” and an outline of the process for obtaining reasonable accommodations for programs and individuals (see the Appendix for handouts on pages [26](#) and [27](#)).

## Activity A: Group Brainstorming Session

**Time:** 45 minutes

**Format:** Large group discussion

**Materials:** Newsprint or whiteboard

Erasable markers

Masking tape or pins

Prizes or small treats

Handout: Definitions of Disability and Reasonable Accommodation (see Appendix for handout on page 26)

### Introduction

*The facilitator says, “In this brainstorming session, we want you to give as many answers as possible for us to put on the board. There is no right or wrong answer. Give us as many as you can, both positive and negative. We won’t discuss your answers at this point, we will just list them. Since this workshop is focused on the topic of disability, let’s start at the beginning and define our terms.*

1. Many of us have some type of disability or know someone who does, but we may not always use the word ‘disability.’ What images come to mind when you hear the word ‘disability’?”

*The facilitator (or volunteer participant) writes all answers on newsprint/whiteboard. Allow the group 5 minutes or until the writing space is full.*

2. *The facilitator asks the group to look at the list of words and asks, “Which of these words do you perceive to be positive?”*

*The facilitator (or volunteer) lists those words identified as positive in a column on the left side of a new sheet.*

3. *The facilitator asks, “Which of these words do you perceive to be negative?”*

*The facilitator (or volunteer) lists those words identified as negative in a column on the right side of the sheet.*

4. *The facilitator asks, “What about the words not listed as positive or negative? Are they neutral terms?”*

5. *The facilitator asks, “Did we list more positive or negative words? Why do you think we came up with more (positive/negative) than (positive/negative) terms?”*

6. *The facilitator summarizes, “Language is important, because it can be used to define a person. How a person is labeled by our society can sometimes be disempowering. Words and phrases like ‘epileptic’ or ‘the disabled’ reinforce objectification of people, because they*

describe people as if their disabilities were their defining characteristics. Better phrases are 'person with a disability' or 'woman who uses a wheelchair.' Here, the person comes before their disability or condition because persons with disabilities are people first. It is okay to sometimes use 'disabled person' for stylistic reasons in writing."

### Types of Disabilities

1. *The facilitator asks*, "What are some different types of disabilities? Again, answers given will not be discussed, just listed."

*The facilitator (or volunteer participant) writes all answers on newsprint/ board. Allow the group 5 minutes or until the writing space is full.*

2. *The facilitator says*, "This is the legal definition of 'disability' in the United States: The term disability means, with respect to an individual:

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

If an individual meets any one of these three tests, he or she is considered as having a disability under Federal Law."

3. *The facilitator says*, "Which of the disabilities that we wrote on the board are not legally recognized?"

*With the group, the facilitator eliminates those items listed that are not recognized as disabilities under the law.*

4. *The facilitator asks*, "Which disabilities are visible?"

*The facilitator reviews the list with the group, identifying those disabilities that are visible.*

5. *The facilitator then asks*, "Which are invisible?"

*The facilitator and the group discuss those disabilities identified as invisible.*

6. *The facilitator asks*, "Looking at the list of disabilities, how many people know someone with a disability?"

## The Americans with Disabilities Act

1. *The facilitator asks*, “Does anyone here know what the ‘Americans with Disabilities Act’ is?”
2. *The facilitator informs the group*, “All disabilities on this list are protected by the Americans with Disabilities Act. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that prohibits discrimination against persons with disabilities. In order to eliminate discrimination against individuals with disabilities, it is necessary to remove barriers that prevent the integration of such individuals into all aspects of life. The ADA covers employment practices, applies to places of public accommodation and most businesses and entities, and provides for equal access to telephone services, as well as closed captioning of public service announcements.”

## Barriers and Accommodations

1. *The facilitator asks*, “What are some physical barriers that people with disabilities might encounter on their way to and from work or while at work?”

*The facilitator (or volunteer participant) writes all answers on the left-hand side of the newsprint/ board. Allow the group 5 minutes or until the writing space is full.*

2. *The facilitator asks*, “What are some barriers that are not physical?”

*The facilitator (or volunteer participant) adds answers to the left-side list.*

3. *The facilitator asks*, “What specifically could be done to remove each of the barriers listed?”

*The facilitator (or volunteer participant) writes each answer next to the barrier it would remove. This should take the group 5 minutes.*

4. *The facilitator continues*, “These solutions are known as ‘access’ and ‘reasonable accommodation.’ ‘Reasonable Accommodation’ means:

- modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position;
- modifications or adjustments to the work environment, or to the manner or circumstances of the position, that enable a qualified individual with a disability to perform the essential functions of that position; or
- modifications or adjustments that enable an employee with a disability to enjoy the same benefits and privileges of employment that other similarly situated employees without disabilities have.”

## Activity B: Disability BINGO Game

**Time:** 45 minutes

**Format:** Large group game and discussion

**Materials:** BINGO cards (print out the BINGO Cards beginning on page 36)

Pens or pencils

Handout: Definitions of Disability and Reasonable Accommodation (see Appendix for handout on page 26)

### Introduction

*The facilitator asks, “How many people here have ever played BINGO? What do you do when you get BINGO? This game will introduce you to disability and basic disability concepts and some of the issues people with disabilities face.”*

### Activity Directions

1. Everyone should have a sheet with 16 squares and a pen or pencil.
2. Please write the number of the question asked on the square with the answer you select, so the answers can be easily checked when someone gets BINGO.
3. On each sheet, with only a few exceptions, there should be at least one answer for each question asked .
4. When a participant gets BINGO, the facilitator asks the winner to repeat answers, reviewing the definitions of these words.

### BINGO Game Questions

1. What is currently considered the proper way to refer to someone who has a disability?  
*(person with a disability, disabled)*
2. What is a negative term for disability?  
*(crippled, handicapped, physically challenged, special, invalid)*
3. Find an invisible disability.  
*(dyslexia, learning disability, epilepsy, HIV/AIDS, psychiatric disability)*
4. Find a disability that might result in a mobility impairment.  
*(spinal cord injury, cerebral palsy, muscular dystrophy, multiple sclerosis, arthritis, spina bifida)*
5. Find an accommodation for a person with a mobility impairment.  
*(wheelchair, lift, ramp, service animal, personal assistant)*

**There are three possible BINGOs from the first five questions.**

6. Find an accommodation for a person with a visual impairment.  
*(Braille, tactile surfaces, service animal, sound signal, personal assistant)*
7. Find an accommodation for a person who is hard of hearing.  
*(TDD/TTY, service animal, closed captioning, ASL)*
8. Find something that allows access for a person who uses a wheelchair.  
*(lift, ramp)*
9. According to the 2000 census, what percentage of Americans identified themselves as having a disability?  
*(19)*
10. Find a barrier for a person with a disability.  
*(ignorance, attitude, stairs, printed material, sound)*

**There are three possible BINGOs from the second five questions.**

11. Find something that might require adaptive equipment to allow access for persons with disabilities.  
*(bathroom, transportation, television, phone, book, printed material, computer)*
12. What is a communication barrier that someone might encounter at work?  
*(phone, printed material, computer)*
13. What is the most comprehensive disability civil rights legislation in the U.S.?  
*(Americans with Disabilities Act)*
14. Find a disability that is currently not legally recognized.  
*(environmental illness, though aspects of EI are)*
15. How many parking spaces per 100 does the law require to be designated for persons with disabilities?  
*(4)*

**There are three possible BINGOs from the last five questions.**

## Section 2: Access and Accommodation

### Overview

Section 2 contains activities that introduce participants to the concepts of access and accommodation. Section 2 activities allow participants to examine and appreciate the importance of access and reasonable accommodations for persons with disabilities. The facilitator may choose Activity A: Hunting for Access or Activity B: Access and Accommodation Problem Solving. Either one will introduce participants to the concepts and issues covered in this section. Both activities are hands-on, interactive, and lively, and both take the same amount of time. Both activities provide many examples using the terms and concepts presented and demonstrate why it is important to understand these concepts.

### Introduction

*The facilitator explains,* “People with disabilities have the right to draw on funds and resources available for reasonable accommodation. If you or someone you know has a disability, there is a process in place to review cases and provide reasonable accommodation.”

*The facilitator distributes the handout on the definitions of disability and reasonable accommodation.*

*The facilitator continues,* “This handout includes the definitions of disability and reasonable accommodation and outlines the procedure for obtaining reasonable accommodations.

As you proceed with this section of the workshop, keep in mind an agency, workplace, or school as a ‘test case’ for access.

- Are their programs and service sites accessible to people who have various types of disabilities?
- If not, what reasonable accommodations could be made to make it accessible?
- Are activities and events accessible?
- If you are in charge of planning an event and have an individual with a disability, what could you do to make sure that the event (location, transportation, environment, information) is accessible to that individual?”

### Learning Objectives

- Participants will learn about the basic types of reasonable accommodations used by persons with disabilities (personal assistance services, removal of physical and communication barriers, adaptive equipment).
- Participants will become more aware of their environment, with regard to access for people with disabilities.

### **Activity A: Hunting for Access**

This activity is a “treasure hunt” for access and is designed to increase participants’ personal awareness of the physical environment and issues of access and accommodation by observing the surrounding environment including barriers preventing full participation in society. Participants break into small groups and each team receives a list of questions (see Appendix for handout on page 29) and finds as many answers as possible to each of the questions within the allotted time. After answering the questions, participants rejoin the large group to discuss their findings and their experiences. Facilitators must prepare for this activity in advance by reviewing the questions and examining the area to be used for the hunt to make sure the questions are appropriate. The questions can be modified to suit the workshop site, and the activity could be conducted entirely indoors if necessary.

### **Activity B: Access and Accommodation Problem Solving**

This activity is designed to increase participants’ awareness of the physical environment and issues of access and accommodation for persons with disabilities. In this activity, participants determine the accommodations that allow a person with a given disability to fully participate in society.

Participants break into small groups. Each group receives six questions and draws a disability from a hat. (See Appendix for handout on page 31.) The groups discuss each question as it applies to the disability selected and lists as many answers as possible on the sheets of paper provided.

Then all groups post their answer sheets for each question on the wall. When all the answers are posted, the entire group discusses the answers for each question.

## Activity A: Treasure Hunt

**Time:** 55 minutes

**Format:** Game

**Materials:** List of questions (see Appendix for handout on page 29)  
Area suitable for the hunt

**Preparation:** Examine the area to be used for the treasure hunt to make sure the questions provided can be answered, and determine the destination for the transportation question. This activity can be modified to suit the training site and could even be conducted entirely indoors if necessary. In that case, prepare appropriate questions based on the site.

### Introduction:

*The facilitator explains,* “This activity is a ‘treasure hunt’ for access. The following are the rules for this activity.

### Activity Guidelines

- Break into small groups (4 to 6, depending upon group size).
- Each group will have one list of questions.
- Teams must stick together.
- Teams must record answers on the question sheet.
- Trainers can be used for resources and to give hints if you are stuck.
- The object of the treasure hunt is to find as many answers as possible in the time allotted: 30 minutes.
- Have fun learning about your environment!”

### Treasure Hunt Questions

A single page handout with these questions, included in the Appendix on page 29, is meant to be photocopied for distribution to the teams.

1. Find and name three different ways that allow access for people with disabilities.
2. Find and name the disability features on an ATM.
3. Find and name a place where a deaf person can make a phone call.
4. Find and name a place where a wheelchair user can order food.
5. Count the number of parking spaces designated for drivers with disabilities.

6. Count the number of cars parked in the blue zones that are not displaying placards.
7. Name an accessible way to get to (nearby place). (*Determine a place before doing the activity for this question.*)
8. Find and name a location that has a wheelchair-accessible bathroom.
9. Find and name tactile surfaces for people who are blind.
10. Find and name barriers for people with disabilities who do not have a mobility impairment.

### **Activity Discussion**

*A facilitator (or volunteer participant) tallies the score sheets from the hunt. The trainer says, “While the scores are being tallied, let’s discuss the treasure hunt experience.*

- What was the easiest reasonable accommodation to find?
- What was the most difficult?
- What did you learn from this exercise?
- Why do you think we included such an exercise in our workshop?”

### **Activity Closing**

*The facilitator concludes, “Even with the Americans with Disabilities Act, there are still many places that are not accessible. We wanted you to go on the treasure hunt to observe your surroundings. The next time you see people block a curb cut, we hope you will educate them that they are violating the access for people with disabilities. This is one of several common scenarios in which you might be in the position to challenge ignorance and raise awareness that equal access in the community is of utmost importance.”*

## Activity B: Problem Solving: Access and Accommodation

**Time:** 55 minutes

**Format:** Small group exercise followed by large group discussion

**Materials:** Questions (see Appendix for handout on page 30)

Disabilities (see Appendix for handout on page 31)

Markers

Paper

### Introduction

*The facilitator says,* “This activity is designed to help you become more conscious of the physical environment and those issues of access and accommodation for people with disabilities.”

### Directions

- Break into small groups of three to four people.
- Each group receives six questions.
- Each group draws a disability from the hat.
- Each group then discusses each question as it applies to the disability selected and lists answers on the sheets of paper provided.
- Each group posts their sheet of answers on the wall with the appropriate question when finished answering that question.
- Trainers are available for guidance.
- You have 30 minutes to list as many answers as possible for each question.

### Questions

1. Name as many accessibility features as you can which allow people with your disability access to the physical environment in a downtown business district (buildings, streets, businesses, services, schools, etc.).
2. What are features that allow access for a person with your disability on ATMs, phones, computers, and other devices used for serving the public?
3. What are the communication barriers a person with your disability might encounter at work or at school, and what can be done to remove these barriers?
4. When might a person with your disability use a personal assistant (work, home, school, extra-curricular activities, etc.)?

5. What proportion of parking spaces are reserved for persons with disabilities?
6. What are some transportation barriers that a person with your disability might encounter on their way to work (public, private or personal transportation, walking, etc.)?

### Discussion Questions

- Which were the easiest reasonable accommodations to determine?
- Which were the most difficult?
- What did you learn from this exercise?
- Why do you think we included such an exercise in our workshop?

### Activity Closing

*The facilitator concludes,* “Even with the Americans with Disabilities Act, there are still many places that are not accessible. We designed this activity so that you will think about your surroundings and physical environment with regard to access and accommodation. The next time you see someone block a curb cut, we hope you will educate them that they are violating the access for people with disabilities. This is one of several common scenarios in which you might be in the position to demolish ignorance and raise awareness that equal access in the community is of utmost importance.”

## Section 3: Language, Etiquette, and Culture

### Overview

Section 3 is designed to increase participants' sensitivity to stereotypes of persons with disabilities and understanding of why it is important to be aware of such stereotypes. Section 3 also increases participants' awareness of disability culture and issues and encourages participants to examine their attitudes towards disability.

### Learning Objectives

- Participants will learn to recognize different stereotypes of people with disabilities.
- Participants will learn to use appropriate language.
- Participants will discuss their attitudes toward disability.

### Activity: *Able to Laugh*

*(This section can be adapted for another film choice.)*

Participants watch *Able to Laugh*, a 25-minute video featuring comedians with disabilities that is both provocative and entertaining. In this activity, participants have the opportunity to see persons with disabilities as stand-up comics talking candidly about their disabilities and experiences. Following the video, the facilitator leads a 15-minute discussion about images of people with disabilities, both positive and negative, and especially how persons with disabilities are portrayed in the media. In addition to media characterizations, other discussion topics include using appropriate language when interacting with persons with disabilities and participants' attitudes towards disability.

*Able to Laugh* can be ordered at: [http://www.fanlight.com/catalog/films/105\\_atl.php](http://www.fanlight.com/catalog/films/105_atl.php)

### Supporting Materials

Section 3 is supplemented with written materials including a handout on using appropriate language and etiquette when interacting with persons with disabilities (see Appendix for handout on page 33).

## Activity: “Able to Laugh:” Video and Discussion

**Time:** 40 minutes

**Format:** Large group viewing and discussion

**Materials:** DVD player or VCR

Handouts: Rules for Appropriate Language and 10 Commandments of Etiquette (see Appendix for handouts on pages [33](#) and [34](#))

DVD or VHS video (see previous page for ordering information)

### Introduction

*The facilitator says, “We are now going to watch ‘Able to Laugh,’ a video featuring comedians with disabilities.”*

*The group watches the 25-minute video.*

### Group Discussion Questions

1. Why do you think these comedians tell jokes about their disabilities?
2. How did you feel when the comics were making jokes about their disabilities?
3. What did you learn about disabilities that you did not know before?
4. *The facilitator defines the term “stereotype”:* “Stereotype” is defined in the Random House Dictionary as “a simplified and standardized conception or image invested with special meaning and held in common with members of a group: The cowboy and Indian are American stereotypes.” What stereotypes did these comedians make fun of?
5. These comics all appear comfortable talking about their disabilities. Can you think of reasons why someone with a disability might be hesitant to reveal their disability?
6. Let’s briefly talk about images of people with disabilities in the media. The comics in this video each had a disability.
  - Can you name other images of people with a disabilities who you saw in movies, on a TV show, or in commercials?
  - How are they characterized?
  - Why do you think that there aren’t more images of people with disabilities in the media?
  - Do you think that it is important to have more positive and accurate portrayals of people with disabilities in the media?

### Activity Summary

*The facilitator distributes the handouts on appropriate language and etiquette.*

“Persons with disabilities tend to be portrayed in the media with stereotypes. At one end of the spectrum, we find the pity-evoking, helpless, crippled character like Tiny Tim in Dickens’s *A Christmas Carol*; at the other end of the spectrum, we see the super human, inspirational, heroic character. People with disabilities are most often used as extras instead of being cast in lead roles, and most of the time, non-disabled actors play the part of a person with a disability instead of an actor with a disability being employed for that part. Varying images of people with disabilities will educate the public, as will more positive and accurate portrayals.

Learning about appropriate language and media characterizations of people with disabilities, along with civil rights laws and other political beliefs, shows us that, like ethnic and racial groups, people with disabilities are a community with a history and rich culture.”

# Workshop Summary

## Summary Discussion Questions

- What new information about disabilities did you learn today?
- Why do you think it is important to have accurate information about disabilities?

*The facilitator summarizes:*

“We are bombarded with stereotyped images of people with disabilities in the media. The public sees people with disabilities as pitiful or extraordinary. The public has little alternative to these negative images and consequently patronizes people with disabilities in real life.

We need to be:

- attuned to the needs of others and assist if asked;
- able to communicate and interact with people with disabilities comfortably.

We need to teach others about:

- various barriers to access for persons with disabilities;
- reasonable accommodations that can be made both in the community and at work.

Someday a friend, family member, or colleague might acquire a disability. If so, you will be more familiar with accurate information about disability and this will enable you to be more supportive.

The more all of us learn about disabilities, the more people with disabilities will be accepted and integrated into mainstream society. We must remember that unlike racial and ethnic groups, the disability group is one that anyone might join at any time. Old age, illness, and accidents are inevitable.

As citizens and community leaders, it is our responsibility to:

- reflect on and implement the information we learned today;
- share it with everyone we know, including co-workers, peers, friends and families.

The more information we have about people who seem different, the more we realize how similar they actually are to us. It would be boring if we were all the same. Disability is part of diversity, and diversity should be celebrated, not stigmatized.

We’ve all enjoyed doing this training with you today and hope you found the materials fun and informative. Before you go, we would like you to take a few minutes to fill out our session evaluation form. Thank you for coming and participating.”

*Please see the Appendix for a copy of the Workshop Evaluation Form on page [35](#).*

## Appendices: Handouts

## **Introduction: Workshop Goals and Objectives**

### **Goals**

- To increase participant awareness of disability culture and issues.
- To encourage a basic understanding of the barriers preventing people with disabilities from full participation in society.
- To encourage participants with disabilities to share their knowledge and help educate others.

### **Objectives**

- Familiarize participants with different types of disabilities as defined by the Americans with Disabilities Act (ADA).
- Acquaint participants with the Americans with Disabilities Act.
- Help participants learn to recognize different stereotypes of people with disabilities.
- Teach participants about appropriate language.
- Introduce basic types of reasonable accommodations used by persons with disabilities (Personal Assistance Services, removal of physical and communication barriers, and adaptive equipment).
- Facilitate discussion about attitudes toward disability.
- Help participants become more aware of their environment with regard to access for people with disabilities.

## **Appendix A: Section 1 Activity Materials**

## Definitions of Disability and Reasonable Accommodation

### Definitions of disability under the *American with Disabilities Act* (ADA)

The term *disability* means, with respect to an individual:

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

If an individual meets any one of these three tests, he or she is considered to have a disability under the Americans with Disabilities Act.

The term *physical or mental impairment* means:

- any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic skin, and endocrine;
- any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities;
- physical or mental impairment also includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV, tuberculosis, drug addiction, and alcoholism.

The term *major life activities* means:

- functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The *Americans with Disabilities Act* (ADA) is a federal anti-discrimination statute that prohibits discrimination against persons with disabilities. In order to eliminate discrimination against individuals with disabilities, it is necessary to remove barriers that prevent the integration of such individuals into all aspects of life. The ADA covers employment practices, applies to places of public accommodation and most businesses and entities, and provides for equal access to telephone services, as well as closed captioning of public service announcements.

The term *reasonable accommodation* means:

- modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires;
- modifications or adjustments to the work environment, or to the manner or circumstances under which the position is held or desired to be customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position;
- modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.

## Steps for Obtaining Reasonable Accommodations

1. An individual determines that s/he needs a reasonable accommodation.
2. The individual makes a request to the employer/ coordinator. This request is confidential.
3. The employer/ coordinator along with a committee designated for this purpose review the request, type of reasonable accommodation, and cost, and discuss options for solutions.
4. The program supplies the reasonable accommodation requested, *OR* if the program is unable to supply the requested accommodation, go to number 6.
5. The individual may appeal the program's decision. The individual may ask the employer/ coordinator to apply, if eligible, for funds for reasonable accommodation.
6. The employer/ coordinator fills out the appropriate form and sends it to the appropriate state agency.
7. The ADA Coordinator from this agency will review the request and will make a decision as quickly as possible and within a reasonable amount of time.

For more information, see <http://www.ada.gov>

## **Appendix B: Section 2 Activity Materials**

## Treasure Hunt Questions

1. Find and name different ways that allow access for people with disabilities.
2. Find and name the disability features on an ATM.
3. Find and name a place where a deaf person can make a phone call.
4. Find and name a place where a wheelchair user can order food.
5. Count the number of parking spaces designated for drivers with disabilities.
6. Count the number of cars parked in the blue zones that are not displaying placards.
7. Name an accessible way to (a nearby place)\_\_\_\_\_.
8. Find and name a location that has a wheelchair-accessible bathroom.
9. Find and name tactile surfaces for people who are blind.
10. Find and name barriers for people with disabilities who do not have mobility impairments.

## Access and Accommodation Problem Solving Questions

1. Name as many accessibility features as you can that allow people with your disability access to the physical environment in a downtown business district (buildings, streets, businesses, services, schools, etc.).
2. What features allow access for a person with your disability on ATMs, phones, computers, and other devices used for serving the public?
3. What are the communication barriers a person with your disability might encounter at work or at school, and what can be done to remove these barriers?
4. When might a person with your disability use a personal assistant (work, home, school, extracurricular activities, etc.)?
5. What proportion of parking spaces are reserved for persons with disabilities?
6. What are some transportation barriers that a person with your disability might encounter on their way to work (public, private or personal transportation, walking, etc.)?

**Access and Accommodation Problem Solving Activity: Disabilities**

BLIND	DEAF
QUADRIPLEGIA	DYSLEXIA

*\*Duplicate and cut into four squares; fold each and put into hat for random selection. For more than four groups, make additional copies.*

## **Appendix C: Section 3 Activity Materials**

## Rules for Appropriate Language

Use	Avoid
person with a disability/ has a disability people with disabilities/ have disabilities disabled person/ people	<i>the</i> disabled/ <i>the</i> handicapped invalids, patients crippled, deformed, defective ( <i>NEVER</i> )
people without disabilities typical person non-disabled people	normal, healthy, able-bodied
wheelchair user/ uses a wheelchair	wheelchair-bound/ confined to a wheelchair
congenital disability/ birth anomaly	birth <i>defect</i> / <i>affliction</i>
<i>has</i> cerebral palsy (CP) or other condition	a <i>victim</i> of cerebral palsy
<i>has had</i> polio/ experienced polio has a disability as a result of polio	<i>suffers</i> from polio/ <i>afflicted</i> with polio post-polios (as a noun referring to people)
people who have mental retardation (MR) person with mental retardation mentally retarded person (less preferred)	<i>the</i> mentally retarded/ mentally deficient a retardate/ a retard ( <i>NEVER</i> ) a feeble-minded person
child with developmental delay (DD) person with a developmental disability	
person with Down Syndrome	the Down's person/ Mongoloid ( <i>NEVER</i> )
person who has epilepsy people with seizure disorders seizure/ epileptic episode or event	<i>the</i> epileptic (to describe a person) <i>the</i> epileptics (to describe people) fits/ epileptic fits
people who have mental illness person with a mental or emotional disorder	<i>the</i> mentally ill crazy, psycho, mental case ( <i>NEVER</i> )
people who are blind/ visually impaired person who is hard of hearing person who is deaf/ the Deaf (Deafness is a cultural phenomenon and should be capitalized in those instances.)	<i>the</i> blind/ blind as a bat ( <i>NEVER</i> ) hearing impaired (translates as "broken hearing" in sign language) deaf-mute deaf and dumb ( <i>NEVER</i> )
speech or communication disability	tongue-tied, mute

## Ten Commandments of Etiquette<sup>1</sup>

1. When talking to a person with a disability, speak directly to that person rather than through a companion or sign language interpreter who may be present.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting in most countries.
3. When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending that same familiarity to all others present. Never patronize people who use wheelchairs by patting them on the head or shoulder.
6. Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod, or a shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow that person to respond. The response will clue you in and guide your understanding.
8. When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of that person to facilitate the conversation.
9. To get the attention of a person who is hard of hearing, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly. Not all people with a hearing-impairment can lip-read. For those who do lip-read, be sensitive to their needs by placing yourself facing the light source and keeping hands, cigarettes, and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions, such as "See you later" or "Did you hear about this," that seem to relate to the person's disability.

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<sup>1</sup>These ten commandments were adapted as a public service from many sources by Karen Meyer of the National Center for Access Unlimited, a joint venture of the United Cerebral Palsy Association, Inc. and Adaptive Environments Center, Inc.

## Appendix D: Disability Awareness Workshop Evaluation Form

Date \_\_\_\_\_ Location \_\_\_\_\_

**Circle the answer that fits best.**

**Comments:**

**1. Were the objectives of the training clearly expressed?**

excellent    very good    adequate    poor    very poor

**2. Was the facilitator well prepared?**

excellent    very good    adequate    poor    very poor

**3. Did the session meet your expectations?**

excellent    very good    adequate    poor    very poor

**4. Did the location and environment support the training session?**

excellent    very good    adequate    poor    very poor

**5. Please rate the session overall:**

excellent    very good    adequate    poor    very poor

**6. Please rate the materials:**

excellent    very good    adequate    poor    very poor

**7. What did you LIKE BEST about this session?**

**8. What is one suggestion to improve this session?**

**9. Name one thing that you will do differently as a result of this training activity.**

**10. What would you like to know more about?**

**BINGO cards**  
**(\*winning cards\*)**

<b>Transportation</b>	<b>17</b>	<b>HIV/AIDS</b>	<b>Handicapped</b>
<b>Civil Rights Act</b>	<b>Disabled</b>	<b>Service Animal</b>	<b>25</b>
<b>TDD/TTY</b>	<b>Dyslexia</b>	<b>Printed Material</b>	<b>Attitude</b>
<b>Muscular Dystrophy</b>	<b>4</b>	<b>Sound Signal</b>	<b>Americans with Disabilities Act</b>

<b>Computer</b>	<b>17</b>	<b>Braille</b>	<b>Person with a Disability</b>
<b>Handicapped</b>	<b>25</b>	<b>Closed Captioning</b>	<b>4</b>
<b>Americans with Disabilities Act</b>	<b>Personal Assistant</b>	<b>Sound</b>	<b>Arthritis</b>
<b>Bathroom</b>	<b>Learning Disability</b>	<b>Lift</b>	<b>Civil Rights Act</b>

<b>Tactile Surfaces</b>	<b>Computer</b>	<b>Disabled</b>	<b>4</b>
<b>17</b>	<b>Ignorance</b>	<b>Ramp</b>	<b>Closed Captioning</b>
<b>Spinal Cord Injury</b>	<b>Braille</b>	<b>Psychiatric Disability</b>	<b>Rehabilitation Act</b>
<b>Americans with Disabilities Act</b>	<b>Bathroom</b>	<b>Physically Challenged</b>	<b>25</b>

<b>Americans with Disabilities Act</b>	<b>Sound Signal</b>	<b>Printed Material</b>	<b>Disabled</b>
<b>Crippled</b>	<b>Ignorance</b>	<b>Environmental Illness</b>	<b>Lift</b>
<b>Closed Captioning</b>	<b>17</b>	<b>4</b>	<b>Learning Disability</b>
<b>Ramp</b>	<b>Cerebral Palsy</b>	<b>Bathroom</b>	<b>25</b>

<b>Americans with Disabilities Act</b>	<b>Muscular Dystrophy</b>	<b>Environmental Illness</b>	<b>25</b>
<b>Stairs</b>	<b>ASL</b>	<b>Television</b>	<b>Epilepsy</b>
<b>Service Animal</b>	<b>Braille</b>	<b>4</b>	<b>Disabled</b>
<b>Invalid</b>	<b>17</b>	<b>Phone</b>	<b>Ramp</b>

<b>Book</b>	<b>4</b>	<b>Civil Rights Act</b>	<b>Lift</b>
<b>Handicapped</b>	<b>17</b>	<b>Closed Captioning</b>	<b>Americans with Disabilities Act</b>
<b>Multiple Sclerosis</b>	<b>Stairs</b>	<b>Personal Assistant</b>	<b>Disabled</b>
<b>Sound Signal</b>	<b>HIV/AIDS</b>	<b>25</b>	<b>Epilepsy</b>

<b>17</b>	<b>Transportation</b>	<b>Americans with Disabilities Act</b>	<b>25</b>
<b>TDD/TTY</b>	<b>Environmental Illness</b>	<b>Wheelchair</b>	<b>Attitude</b>
<b>Handicapped</b>	<b>4</b>	<b>Dyslexia</b>	<b>Lift</b>
<b>Arthritis</b>	<b>Computer</b>	<b>Service Animal</b>	<b>Person with a Disability</b>

<b>Person with a Disability</b>	<b>Computer</b>	<b>17</b>	<b>Epilepsy</b>
<b>25</b>	<b>Personal Assistant</b>	<b>4</b>	<b>ASL</b>
<b>Americans with Disabilities Act</b>	<b>Television</b>	<b>Cerebral Palsy</b>	<b>Stairs</b>
<b>Braille</b>	<b>Service Animal</b>	<b>Civil Rights Act</b>	<b>Special</b>

<b>25</b>	<b>Tactile Surfaces</b>	<b>Ramp</b>	<b>Disabled</b>
<b>Rehabilitation Act</b>	<b>TDD/TTY</b>	<b>Physically Challenged</b>	<b>4</b>
<b>Service Animal</b>	<b>Attitude</b>	<b>Cerebral Palsy</b>	<b>Printed Material</b>
<b>Transportation</b>	<b>17</b>	<b>Americans with Disabilities Act</b>	<b>Learning Disability</b>

**BINGO cards**  
**(mix together with winning cards)**

<b>Environmental Illness</b>	<b>17</b>	<b>Service Animal</b>	<b>Disabled</b>
<b>Phone</b>	<b>Closed Captioning</b>	<b>Television</b>	<b>HIV/AIDS</b>
<b>Cerebral Palsy</b>	<b>Sound</b>	<b>Handicapped</b>	<b>Americans with Disabilities Act</b>
<b>4</b>	<b>Wheelchair</b>	<b>25</b>	<b>Braille</b>

<b>Disabled</b>	<b>Braille</b>	<b>4</b>	<b>Epilepsy</b>
<b>17</b>	<b>Sound</b>	<b>Environmental Illness</b>	<b>Handicapped</b>
<b>Ramp</b>	<b>Printed Material</b>	<b>Americans with Disabilities Act</b>	<b>25</b>
<b>Transportation</b>	<b>Phone</b>	<b>Spinal Cord Injury</b>	<b>Closed Captioning</b>

<b>Multiple Sclerosis</b>	<b>Rehabilitation Act</b>	<b>Person with a Disability</b>	<b>25</b>
<b>Bathroom</b>	<b>Personal Assistant</b>	<b>Attitude</b>	<b>Phone</b>
<b>Americans with Disabilities Act</b>	<b>17</b>	<b>Braille</b>	<b>Physically Challenged</b>
<b>Environmental Illness</b>	<b>Epilepsy</b>	<b>4</b>	<b>Service Animal</b>

<b>Environmental Illness</b>	<b>Personal Assistant</b>	<b>Bathroom</b>	<b>Disabled</b>
<b>Americans with Disabilities Act</b>	<b>Phone</b>	<b>17</b>	<b>Sound</b>
<b>25</b>	<b>Invalid</b>	<b>Rehabilitation Act</b>	<b>ASL</b>
<b>Muscular Dystrophy</b>	<b>Ramp</b>	<b>4</b>	<b>Epilepsy</b>

<b>Environmental Illness</b>	<b>Wheelchair</b>	<b>Americans with Disabilities Act</b>	<b>Crippled</b>
<b>Computer</b>	<b>Disabled</b>	<b>Bathroom</b>	<b>ASL</b>
<b>4</b>	<b>Ignorance</b>	<b>Personal Assistant</b>	<b>Learning Disability</b>
<b>Spinal Cord Injury</b>	<b>Ramp</b>	<b>17</b>	<b>25</b>

<b>Disabled</b>	<b>Bathroom</b>	<b>Invalid</b>	<b>Lift</b>
<b>4</b>	<b>Ignorance</b>	<b>Dyslexia</b>	<b>Americans with Disabilities Act</b>
<b>Environmental Illness</b>	<b>Ramp</b>	<b>Tactile Surfaces</b>	<b>17</b>
<b>Computer</b>	<b>Multiple Sclerosis</b>	<b>25</b>	<b>ASL</b>

<b>Ramp</b>	<b>25</b>	<b>Environmental Illness</b>	<b>Spinal Cord Injury</b>
<b>4</b>	<b>17</b>	<b>Person with a Disability</b>	<b>Braille</b>
<b>Americans with Disabilities Act</b>	<b>Television</b>	<b>Attitude</b>	<b>Printed Material</b>
<b>Invalid</b>	<b>Personal Assistant</b>	<b>ASL</b>	<b>Dyslexia</b>

<b>4</b>	<b>Phone</b>	<b>Person with a Disability</b>	<b>Arthritis</b>
<b>Personal Assistant</b>	<b>17</b>	<b>Americans with Disabilities Act</b>	<b>Ignorance</b>
<b>Bathroom</b>	<b>HIV/AIDS</b>	<b>Learning Disability</b>	<b>ASL</b>
<b>Invalid</b>	<b>Lift</b>	<b>Rehabilitation Act</b>	<b>25</b>

<b>Disabled</b>	<b>Handicapped</b>	<b>25</b>	<b>Wheelchair</b>
<b>4</b>	<b>Psychiatric Disability</b>	<b>17</b>	<b>Americans with Disabilities Act</b>
<b>Civil Rights Act</b>	<b>TDD/TTY</b>	<b>Muscular Dystrophy</b>	<b>Computer</b>
<b>Braille</b>	<b>Bathroom</b>	<b>Ignorance</b>	<b>Service Animal</b>

<b>25</b>	<b>Muscular Dystrophy</b>	<b>Phone</b>	<b>Crippled</b>
<b>Tactile Surfaces</b>	<b>Environmental Illness</b>	<b>Ignorance</b>	<b>4</b>
<b>Americans with Disabilities Act</b>	<b>17</b>	<b>Person with a Disability</b>	<b>Ramp</b>
<b>Learning Disability</b>	<b>Book</b>	<b>Closed Captioning</b>	<b>Wheelchair</b>

<b>25</b>	<b>Disabled</b>	<b>Service Animal</b>	<b>Cerebral Palsy</b>
<b>Television</b>	<b>Wheelchair</b>	<b>Stairs</b>	<b>17</b>
<b>TDD/TTY</b>	<b>4</b>	<b>Special</b>	<b>Americans with Disabilities Act</b>
<b>Environmental Illness</b>	<b>Dyslexia</b>	<b>Computer</b>	<b>Braille</b>

<b>Personal Assistant</b>	<b>Cerebral Palsy</b>	<b>4</b>	<b>Handicapped</b>
<b>Environmental Illness</b>	<b>Ignorance</b>	<b>Americans with Disabilities Act</b>	<b>Phone</b>
<b>Dyslexia</b>	<b>17</b>	<b>Disabled</b>	<b>Wheelchair</b>
<b>Rehabilitation Act</b>	<b>Service Animal</b>	<b>Transportation</b>	<b>25</b>

<b>25</b>	<b>Disabled</b>	<b>Lift</b>	<b>Learning Disability</b>
<b>Americans with Disabilities Act</b>	<b>Closed Captioning</b>	<b>4</b>	<b>Computer</b>
<b>HIV/AIDS</b>	<b>17</b>	<b>Special</b>	<b>Stairs</b>
<b>Rehabilitation Act</b>	<b>Muscular Dystrophy</b>	<b>Book</b>	<b>25</b>

<b>Service Animal</b>	<b>Learning Disability</b>	<b>4</b>	<b>Disabled</b>
<b>Civil Rights Act</b>	<b>Crippled</b>	<b>Computer</b>	<b>Ignorance</b>
<b>25</b>	<b>17</b>	<b>Environmental Illness</b>	<b>Americans with Disabilities Act</b>
<b>Ramp</b>	<b>ASL</b>	<b>Multiple Sclerosis</b>	<b>Transportation</b>

<b>Americans with Disabilities Act</b>	<b>Personal Assistant</b>	<b>4</b>	<b>Printed Material</b>
<b>Ramp</b>	<b>Computer</b>	<b>Physically Challenged</b>	<b>17</b>
<b>Person with a Disability</b>	<b>25</b>	<b>Television</b>	<b>Dyslexia</b>
<b>Environmental Illness</b>	<b>Cerebral Palsy</b>	<b>Civil Rights Act</b>	<b>Service Animal</b>

<b>25</b>	<b>Computer</b>	<b>Braille</b>	<b>Physically Challenged</b>
<b>HIV/AIDS</b>	<b>Person with a Disability</b>	<b>Attitude</b>	<b>4</b>
<b>Americans with Disabilities Act</b>	<b>17</b>	<b>Television</b>	<b>Closed Captioning</b>
<b>Muscular Dystrophy</b>	<b>Epilepsy</b>	<b>Service Animal</b>	<b>Wheelchair</b>

<b>25</b>	<b>Closed Captioning</b>	<b>Disabled</b>	<b>Bathroom</b>
<b>HIV/AIDS</b>	<b>Phone</b>	<b>17</b>	<b>Personal Assistant</b>
<b>4</b>	<b>Crippled</b>	<b>Ignorance</b>	<b>Lift</b>
<b>Cerebral Palsy</b>	<b>Sound Signal</b>	<b>Americans with Disabilities Act</b>	<b>Dyslexia</b>

<b>25</b>	<b>Epilepsy</b>	<b>Environmental Illness</b>	<b>Sound Signal</b>
<b>Disabled</b>	<b>4</b>	<b>Phone</b>	<b>Printed Material</b>
<b>Lift</b>	<b>Americans with Disabilities Act</b>	<b>Handicapped</b>	<b>17</b>
<b>Service Animal</b>	<b>Television</b>	<b>ASL</b>	<b>Arthritis</b>

<b>25</b>	<b>Person with a Disability</b>	<b>Civil Rights Act</b>	<b>Service Animal</b>
<b>Wheelchair</b>	<b>Environmental Illness</b>	<b>17</b>	<b>Closed Captioning</b>
<b>4</b>	<b>Americans with Disabilities Act</b>	<b>Transportation</b>	<b>Physically Challenged</b>
<b>Learning Disability</b>	<b>Braille</b>	<b>Multiple Sclerosis</b>	<b>Ignorance</b>

<b>Handicapped</b>	<b>Service Animal</b>	<b>25</b>	<b>Bathroom</b>
<b>Wheelchair</b>	<b>Environmental Illness</b>	<b>Americans with Disabilities Act</b>	<b>Disabled</b>
<b>4</b>	<b>Epilepsy</b>	<b>Phone</b>	<b>Braille</b>
<b>TDD/TTY</b>	<b>Printed Material</b>	<b>Spinal Cord Injury</b>	<b>17</b>

<b>Cerebral Palsy</b>	<b>Sound</b>	<b>4</b>	<b>ASL</b>
<b>Tactile Surfaces</b>	<b>Computer</b>	<b>Disabled</b>	<b>Americans with Disabilities Act</b>
<b>Civil Rights Act</b>	<b>17</b>	<b>Personal Assistant</b>	<b>Transportation</b>
<b>Invalid</b>	<b>Ramp</b>	<b>25</b>	<b>Dyslexia</b>

<b>25</b>	<b>Person with a Disability</b>	<b>TDD/TTY</b>	<b>Bathroom</b>
<b>Environmental Illness</b>	<b>Printed Material</b>	<b>17</b>	<b>Psychiatric Disability</b>
<b>4</b>	<b>Ramp</b>	<b>Physically Challenged</b>	<b>Americans with Disabilities Act</b>
<b>Cerebral Palsy</b>	<b>Braille</b>	<b>Ignorance</b>	<b>Personal Assistant</b>

<b>Braille</b>	<b>25</b>	<b>Psychiatric Disability</b>	<b>Ramp</b>
<b>Person with a Disability</b>	<b>Phone</b>	<b>Crippled</b>	<b>Americans with Disabilities Act</b>
<b>Environmental Illness</b>	<b>17</b>	<b>Closed Captioning</b>	<b>Television</b>
<b>4</b>	<b>Personal Assistant</b>	<b>Attitude</b>	<b>Muscular Dystrophy</b>

<b>Arthritis</b>	<b>25</b>	<b>Transportation</b>	<b>Closed Captioning</b>
<b>Lift</b>	<b>Printed Material</b>	<b>Disabled</b>	<b>Sound</b>
<b>Tactile Surfaces</b>	<b>HIV/AIDS</b>	<b>17</b>	<b>Rehabilitation Act</b>
<b>Americans with Disabilities Act</b>	<b>4</b>	<b>Service Animal</b>	<b>Crippled</b>

<b>Computer</b>	<b>Sound Signal</b>	<b>Disabled</b>	<b>Service Animal</b>
<b>4</b>	<b>Invalid</b>	<b>Environmental Illness</b>	<b>Americans with Disabilities Act</b>
<b>Epilepsy</b>	<b>25</b>	<b>17</b>	<b>Transportation</b>
<b>Personal Assistant</b>	<b>Civil Rights Act</b>	<b>Ignorance</b>	<b>Multiple Sclerosis</b>

<b>Service Animal</b>	<b>Civil Rights Act</b>	<b>17</b>	<b>Lift</b>
<b>ASL</b>	<b>Person with a Disability</b>	<b>Multiple Sclerosis</b>	<b>Attitude</b>
<b>4</b>	<b>Transportation</b>	<b>Phone</b>	<b>Special</b>
<b>Learning Disability</b>	<b>Americans with Disability Act</b>	<b>25</b>	<b>Tactile Surfaces</b>

<b>Computer</b>	<b>4</b>	<b>Disabled</b>	<b>Phone</b>
<b>17</b>	<b>25</b>	<b>Personal Assistant</b>	<b>Spinal Cord Injury</b>
<b>Ramp</b>	<b>Crippled</b>	<b>Attitude</b>	<b>ASL</b>
<b>Service Animal</b>	<b>Sound Signal</b>	<b>Dyslexia</b>	<b>Americans with Disabilities Act</b>

<b>Americans with Disabilities Act</b>	<b>25</b>	<b>Wheelchair</b>	<b>Learning Disability</b>
<b>Computer</b>	<b>Disabled</b>	<b>17</b>	<b>Ramp</b>
<b>4</b>	<b>Transportation</b>	<b>Handicapped</b>	<b>Sound Signal</b>
<b>Environmental Illness</b>	<b>Multiple Sclerosis</b>	<b>Closed Captioning</b>	<b>Sound</b>

<b>17</b>	<b>Civil Rights Act</b>	<b>Americans with Disabilities Act</b>	<b>Sound Signal</b>
<b>Service Animal</b>	<b>Disabled</b>	<b>Environmental Illness</b>	<b>Printed Material</b>
<b>Bathroom</b>	<b>4</b>	<b>Arthritis</b>	<b>25</b>
<b>Epilepsy</b>	<b>Computer</b>	<b>TDD/TTY</b>	<b>Special</b>

<b>Person with a Disability</b>	<b>Closed Captioning</b>	<b>Printed Materials</b>	<b>4</b>
<b>HIV/AIDS</b>	<b>Attitude</b>	<b>Psychiatric Disability</b>	<b>Ramp</b>
<b>25</b>	<b>Crippled</b>	<b>Service Animal</b>	<b>17</b>
<b>Americans with Disabilities Act</b>	<b>Braille</b>	<b>Muscular Dystrophy</b>	<b>Civil Rights Act</b>

<b>Americans with Disabilities Act</b>	<b>Transportation</b>	<b>Person with a Disability</b>	<b>Rehabilitation Act</b>
<b>25</b>	<b>Stairs</b>	<b>Spinal Cord Injury</b>	<b>Handicapped</b>
<b>4</b>	<b>Ramp</b>	<b>Learning Disability</b>	<b>TDD/TTY</b>
<b>Epilepsy</b>	<b>17</b>	<b>Sound Signal</b>	<b>Blind</b>