SABES Program Support PD Center

WORLD EDUCATION

Can a Miniature Horse Be a Service Animal and Other ADA Basics

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WORLD EDUCATION

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- Cultural Competence
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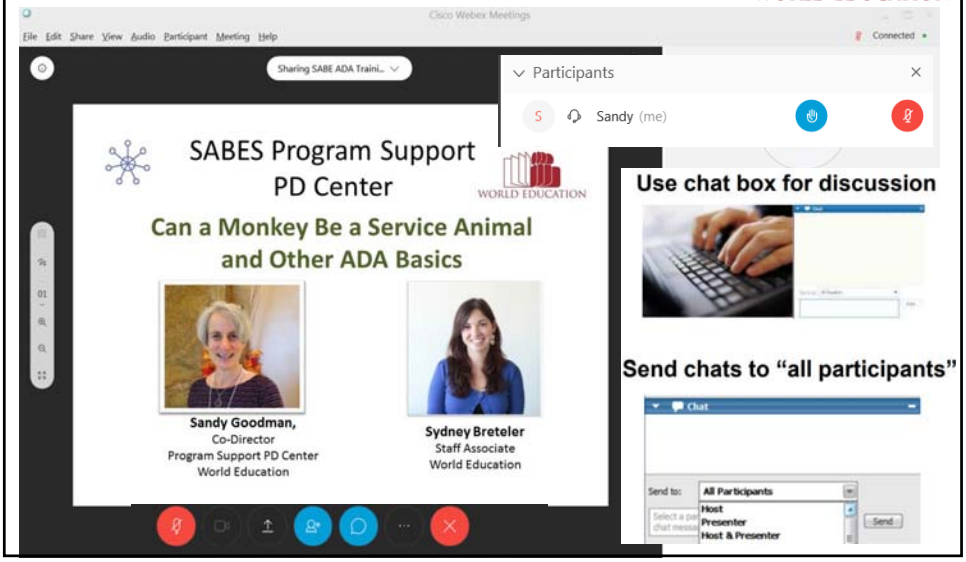
- Program Management and Educational Leadership
- Digital Literacy
- Professional Licensure Support

Math and Numeracy · English Language Arts · SABES · ESOL · Program Support

SABES Program Support PD Center

WORLD EDUCATION



Can a Miniature Horse Be a Service Animal and Other ADA Basics

Part 2 Administrative Requirements

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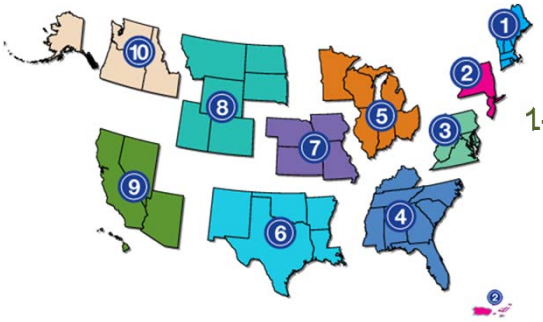
800-949-4232 voice/tty

New England ADA Center

member of

ADA National Network
Information, Guidance, and Training on the Americans with Disabilities Act



1-800-949-4232 voice/TTY

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ADA Title II Action Guide for State and Local Governments

7 Steps to Implement the ADA

- Step 1 - Start Implementation
- Step 2 - Appoint an ADA Coordinator
- Step 3 - Provide Public Notice
- Step 4 - Adopt a Grievance Procedure
- Step 5 - Conduct a Self-Evaluation
- Step 6 - Develop a Transition Plan
- Step 7 - Create an Action Plan

Self-Evaluation Forms | Sample Documents

Produced by
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www.ADAActionGuide.org

A Project of
Institute for Human Centered Design

An international design & education non-profit dedicated to enhancing the experiences of people of all ages and abilities through excellence in design

www.HumanCenteredDesign.org

Agenda

- Your Questions
- Effective Communication
- Administrative Requirements
- Program and Facility Accessibility

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Suspect a Disability?

- What can or can't we ask at intake, or at any point in the program?
- What is the best way for teachers to approach learners if they suspect that a learning or physical disability is present?

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Documentation

- Once a student has identified a disability, what/how should we ask for more specifics about that so that we can better understand how to help them?
- Documentation/liability in the event that a student is asked to leave because they aren't making progress.

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Childcare

- We offer childcare to parents who participate in our program. How do they accommodate a child with a disability?

- https://www.ada.gov/childqanda.htm

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Technology Resources

- ***MassMATCH Assistive Technology Regional Center: Boston***
  Easterseals MA Technology and Training Center
  89 South Street Boston, MA 02111
  617-226-2634 or 800-244-2756 x634
  ATRCBoston@EastersealsMA.org

- ***MassMATCH Assistive Technology Regional Center: Worcester****Easterseals MA*
  484 Main Street, 6th Floor Worcester, MA 01608
  800-244-2756ATRCWorcester@EastersealsMA.org

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Technology Resources

- Carroll Center

  Dina Rosenbaum
  770 Centre Street
  Newton, MA 02458
  617-969-6200 ext. 238
  dina.rosenbaum@carroll.org

- The NEAT Marketplace
  120 Holcomb St.
  Hartford, CT 06112
  860-286-3113 v/TTY
  info@neatmarketplace.org

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Technology Resources

- Debra Lobsitz
  MCDHH
  600 Washington Street
  Boston, MA 02111
  617-740-1668 (Voice) or 617-740-1768 (TTY)
  Debra.Lobsitz@state.ma.us

- Gayle Yarnall
- Adaptive Technology Consulting-Perkins
  102 Bridge Road,
  Salisbury, MA 01952
  978-462-3817

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ADA Effective Communication

Ensure that communication with people who have disabilities is as effective as communication with others

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Effective Communication

People who :

- are blind or visually impaired
- are deaf or hard of hearing
- or
- have a speech disability

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People Who Are Blind or Have Low Vision

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Communication with People Who Have Visual Disabilities

- Identify yourself (each encounter)
- Speak facing the person
- Describe who and what is there
- When leaving let person know
- Don't pet or distract the service animal

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Effective Communication

Auxiliary Aids and Services

Must provide **"auxiliary aids and services"**

If necessary to ensure effective communication

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Provide materials in Braille

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Provide print material, thumb drive or email it

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Many people who are blind use screen reading technology

With audio input & output

With refreshable Braille

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CCTV

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Provide material in audio format

These are devices that people might use to access audio files.

MP3 Player

Smart Phone

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Provide material in Large Print

Large Print

If individual makes request, provide in whatever size the person needs

For general use provide in 18 point font

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People who are Deaf or Hard of Hearing

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Communicating with People Who Are Deaf or Hard of Hearing

- Look directly at the person
- Get in person's line of sight
- Move to location with good lighting, avoid windows (glare)

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Communicating

- Don't cover your mouth, chew gum or turn away
- Don't speak while person is reading or writing
- Provide pertinent information in writing

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Use What You Have to Communicate

Try written notes

Texting

Typing at a computer

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The interpreter needs to be qualified:

"Able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary."

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Video Remote Interpreting

One on One

Interpreter is anywhere, signing to deaf woman, listening and speaking to hearing/speaking man

Man hears doesn't sign

Woman is deaf and signs

Need:
Computer and video cam
Microphone/speakers or telephone
Good internet connection

Assistive Listening Devices

Amplify Sound for an Individual

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ALDs Available

Note the Sign

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Closed or Open Captions on Video

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Computer Aided Real-time Transcription CART

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Timelines Scenario + Discussion

A potential student with a disability requests an auxiliary aid in accordance with the stated timeline - "Please request accommodations at least X days in advance."

1. Is the program allowed to state timelines?
2. Can she be charged for the cost of the auxiliary aid?
3.

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People Who Have Speech Disabilities

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Communicating with People Who Have Speech Disabilities

- Give your full attention
- Don't interrupt or finish sentences
- Ask to repeat (once)
- Repeat back what you think the person is saying and ask him to confirm your understanding
- Ask person to write or type info

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Communicating

- If you still don't understand - Ask the person if there's someone around who understands his speech
- If you still don't understand be honest

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Communication Board

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When providing an auxiliary aid or service, a program is required to provide what the person wants no matter how much it costs.

True or False?

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Auxiliary Aids and Services Undue Burden

- Not required if they would result in undue financial or administrative burden.
- Consider all resources available for funding and operation of the service, program, or activity.
- Written statement by head of the entity or designee of the reasons for reaching that conclusion.

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LC7

Web Accessibility

What does access mean:

- Be able to use website without a mouse
- Provide a text description for a pictures
- Use a text-based format, such as HTML or RTF

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LC8

Web Accessibility

What does access mean:

- Design websites so the users can set color and font in web browsers and operating systems
- Use titles, context, and other heading structures to help users navigate complex pages or elements
- Minimize blinking, flashing, or other distracting features

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Slide 43

LC7 There is much more to add to this
Lise Capet, 11/18/2014

Slide 44

LC8 There is much more to add to this
Lise Capet, 11/18/2014

End of Effective Communication

Next: Administrative Requirements

Administrative Requirements

1. Designate a responsible employee
2. Notify students, employees and the public about the program's compliance with the ADA
3. Adopt a grievance procedure
4. Carry out a Self-Evaluation
5. Develop a Transition Plan

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Designate a Responsible Employee

- Usually called “ADA Coordinator”
- Rarely a full time job

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Role of the ADA Coordinator

1. Ensure that people with disabilities have an opportunity to participate in programs, activities and services in a full, integrated and meaningful way.
2. Ensure that ADA violations don’t occur OR are remedied if they do.
3. Serve as primary point of contact for ADA compliance for students, employees and the public

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Role of the ADA Coordinator

4. Plan and coordinate compliance efforts.
5. Develop and distribute notice about ADA compliance.
6. Coordinate requests for auxiliary aids and services, such as sign language interpreters.
7. Respond to requests for reasonable modifications of policies, practices and procedures.
8. Develop a grievance procedure.

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Role of the ADA Coordinator

10. Conduct a self-evaluation.

11. Develop a transition plan.

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Notify about the ADA

- Program's compliance with the ADA.
- How to request auxiliary aids and services, modifications in policies.
- How to file a complaint.

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Provide Notice

Where? How?

- Website
- Program brochures
- Event announcements
- Social media
- On bulletin boards in buildings
- Reports
- Radio and television public service announcements

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Adopt a Grievance Procedure

- To resolve complaints.
- We recommend time frames and appeal process.

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Carry out a Self-Evaluation

- Evaluate programs, services, and activities,

and

- policies, practices and procedures to ensure inclusion of people with disabilities.

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