




SABES Program Support PD Center




Can a Monkey Be a Service Animal and Other ADA Basics




Sandy Goodman,
Co-Director
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Staff Associate
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SABES Program Support PD Center



**SANDY
GOODMAN**






Director of:

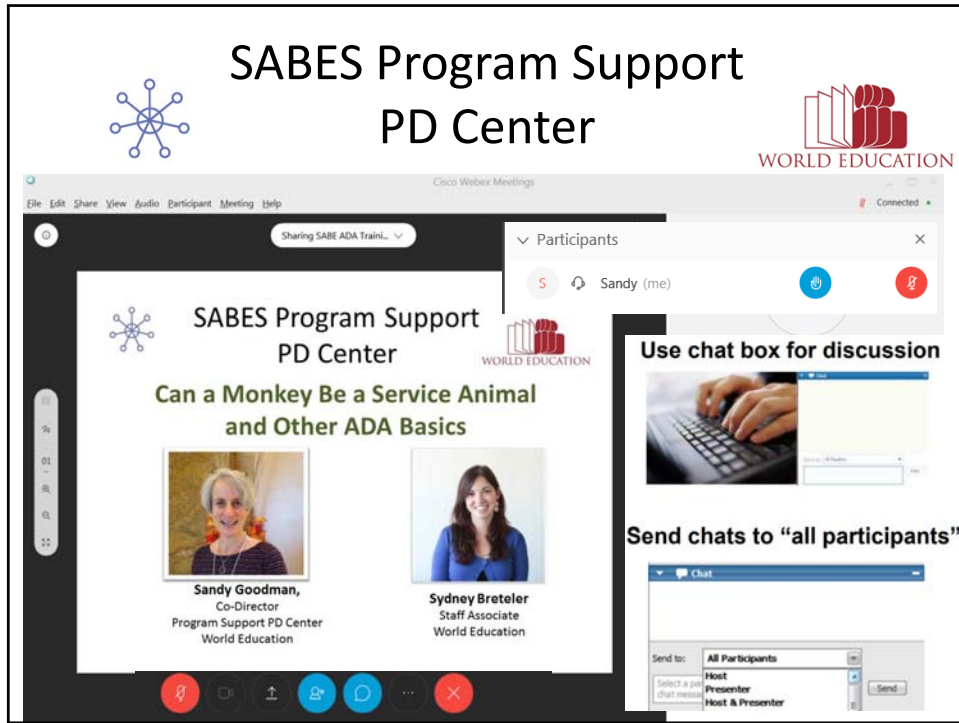
- ❖ Career Pathways
- ❖ Advising
- ❖ Cultural Competence
- ❖ ADA Resources and Training

**LUANNE
TELLER**

Director of:

- ❖ Program Management and Educational Leadership
- ❖ Digital Literacy
- ❖ Professional Licensure Support



The screenshot shows a Cisco Webex meeting interface. At the top, the title "SABES Program Support PD Center" is displayed. Below the title, a slide titled "Can a Monkey Be a Service Animal and Other ADA Basics" is shown. The slide features two speakers: Sandy Goodman, Co-Director of the Program Support PD Center at World Education, and Sydney Breteler, Staff Associate at World Education. To the right of the slide, a chat box is open with the text "Use chat box for discussion" and "Send chats to 'all participants'". The chat box shows a "Send to:" dropdown menu with "All Participants" selected, and a "Send" button.

Can a Monkey Be a Service Animal? and Other ADA Basics Part 1



ADA Trainer, Information and Outreach Specialist

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Training and Information Specialist
New England ADA Center

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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

Funded by
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)

ADA Title II Action Guide for State and Local Governments

7 Steps to Implement the ADA

Produced by
Institute for Human Centered Design



- 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 FormsSample Documents

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

- Brief Overview
- Etiquette and Terminology
- Reasonable Modifications
- Effective Communication

Civil Rights Laws



**Section 504 of the
Rehabilitation Act, 1973**



**Americans with
Disabilities Act, 1990**

The Rehabilitation Act of 1973, Section 504

- First U.S. national civil rights law to view exclusion and segregation of people with disabilities as discrimination
- To declare that the federal government was taking a central role in reversing and eliminating that discrimination.

Americans with Disabilities Act

Provide a clear and comprehensive national mandate for the elimination of discrimination against people with disabilities



Applies to All Adult Basic Education Program Activities

Program services mandated by federal law

Intake/enrollment

Evaluation of student learning capacity

Orientation

Classroom learning

Tests

ADA Definition of Disability

1. A physical or mental impairment that *substantially limits* one or more *major life activities*
2. A *record* of such an impairment
3. Being *regarded* as having such an impairment

People with disabilities that may or may not be apparent

- Alcoholism
- Autism
- Epilepsy
- Psychiatric illness
- Tourette syndrome
- Traumatic brain injury



People with Non-apparent Disabilities

Learning disabilities

ADHD

Celiac Disease

Diabetes

Cancer

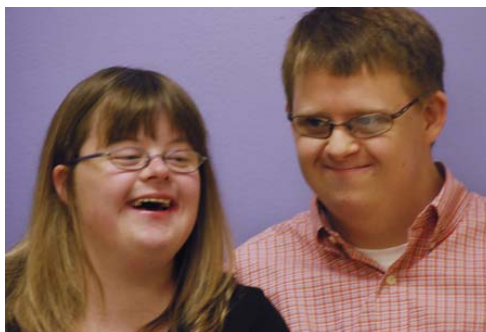
Heart disease

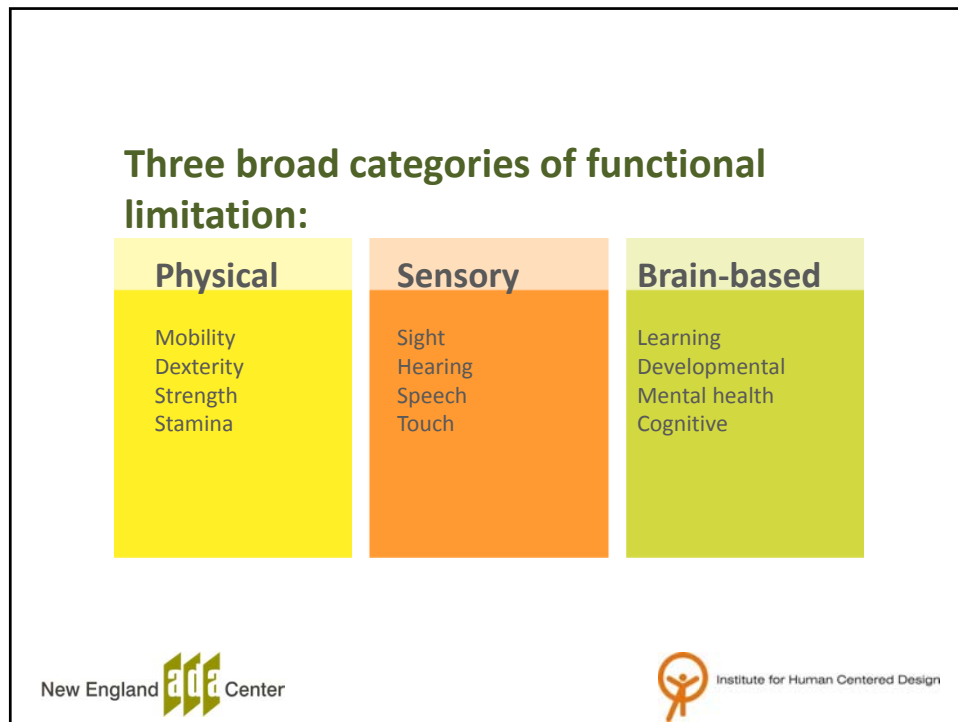
HIV

Multiple chemical sensitivity



People with Intellectual Disabilities





Statistics

- 2.4 million students are diagnosed with specific learning disabilities
- 1 in 25 adults in the U.S.—10 million experiences a serious mental illness that would be considered a disability under the ADA

*The face of disability is our face.
People with disabilities are in all walks of life, in all
professions, and in all ages.*

End of Who is a Person with a Disability

Terminology and General Etiquette Next

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Terminology...always evolving

“Disability”
is in

“Handicap”
is out

Terminology...always evolving

No-no's

- Handicapped
- Victim
- Crippled
- Wheelchair-bound
(confined to)
- Mentally retarded
- Crazy, maniac, lunatic,
schizo, phycho
- Epileptic, spas
- Midget
- Deaf and dumb
- The Disabled

People First Language

Ms. G has epilepsy (Not: She's an epileptic)

Mr. C has diabetes (Not: He's a diabetic)

Ms. F has a disability (Not: She's handicapped)



People with Disabilities

First Ask.....

Do You Need Help?

How Can I Help??

Only Then.....

HELP As Directed





People with Physical Disabilities

Interacting with People Who Have Physical Disabilities

- Shake hands when appropriate to do so



Interacting with People Who Have Physical Disabilities



- When speaking with someone who uses a wheelchair for more than a few minutes – sit

Interacting with People Who Have Physical Disabilities

- Don't hang on or touch wheelchair, walker, canes, etc.
- Ask permission before moving someone's cane, crutches, walker (they can be a tripping hazard for others)



Interacting with People Who Have Physical Disabilities

- Don't push chair unless asked to - it's okay to offer
- It's okay to say "Let's go for a walk"
- Know accessible routes, restroom, entrances, parking spaces



End of Terminology and Etiquette

Next: General Nondiscrimination and Reasonable Modifications

General Nondiscrimination

- Ensure an equal opportunity to participate and benefit.
- Prohibit exclusion, segregation, and unequal treatment.
- Prohibit eligibility criteria that screen out persons with disability unless criteria are necessary.

General Nondiscrimination Reasonable Modifications

When necessary to ensure equal opportunity to participate, “reasonable modifications” must be made to policies, practices, procedures

General Nondiscrimination Unnecessary Inquiries

An entity may not make unnecessary inquiries into the existence of a disability.

Reasonable Modifications Application & Interview

Application process – online/paper/verbal

Sign language interpreter

Moving interview to accessible location



Reasonable Modifications In the Classroom

- Forms/checklist to prompt for required information
- Verbal input and output software
- Voice activated recorder
- Large print materials
- A glare guard for computer monitors
- Reduced visual or auditory distractions
- A weekly chart/calendar to identify daily assignments
- Consistent and familiar routines
- Word bank
- Breaks
- Extended time
- Priority seating



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Reasonable Modifications In the Classroom

- Pictures, symbols, or diagrams instead of words
- Verbal directions instead of written instructions
- Highlight directions one at a time as discussed
- Large tasks divided into multiple smaller tasks
- Minimize clutter & color code items
- Modified policies (ex., scented cleaning products, attendance at social events)
- Regular feedback
- Physical access
- Magnifying glass



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Reasonable Modifications of Policies, Practices and Procedures

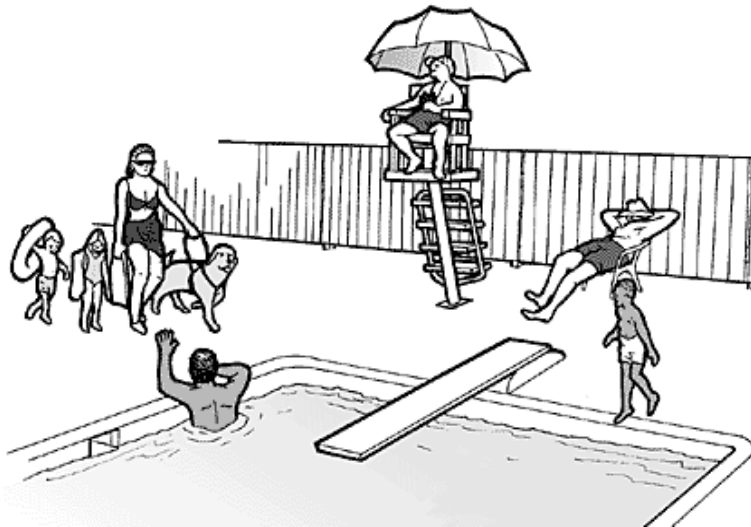
A man who is blind goes to the local adult education center to register for English classes.

The person at the front desk informs the man that animals aren't allowed.

Has the program violated the ADA?



Service Animals




ADA Service Animal Definition

Any **dog** individually trained to do work or provide tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability



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**Deaf
Hard of Hearing**



**Blind
Low Vision**



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People who Have Epilepsy



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Other examples of work or tasks

- Providing physical assistance 
- Providing non-violent protection or rescue work
- Alerting individuals to the presence of allergens 

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Service Animals People with Psychiatric Disabilities

Sensing that an anxiety attack is about to happen and taking action to avoid the attack or lessen its impact.



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Not considered work or tasks

The crime deterrent effects of animal's presence

The provision of

- emotional support
- well-being
- comfort
- companionship



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An Organization May Ask

1. Is the dog a service animal required because of a disability?
2. What work or task has the animal been trained to provide?



Service Animals

Must be under control of owner at all times (on leash except in narrow circumstances)



Reasonable Modification of Policies, Practices and Procedures Miniature Horses



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Reasonable Modifications Cont.

Mr. F sends an email to you stating that he will be attending classes that begin in two weeks.

He has multiple chemical sensitivity and must be in a building that has used only unscented cleaning products in the past week and where no one is wearing perfume, cologne and other scents.

This is an ADA obligation

What do you do to address his request?

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Scenario + Discussion

A student with Autism requests to see the classroom.

The student requests that the class be moved to a room with different flooring and more natural lighting

What is the program's responsibility?

End of General Nondiscrimination and Reasonable Modifications

Next: Ensuring Effective Communication

ADA Effective Communication

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



Effective Communication

People who :

are blind or visually impaired

are deaf or hard of hearing

or

have a speech disability





People Who Are Blind or Have Low Vision



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

Scenario + Discussion

You receive a call from a student who is blind who requests that the course materials be provided in Braille.

You

1. Tell him your program doesn't provide that service
2. Contact the program's ADA Coordinator
3. Make arrangements for the program to be Brailled (where??)

Effective Communication

Auxiliary Aids and Services

Must provide **“auxiliary aids and services”**

If necessary to ensure effective communication

Provide materials in Braille



Provide print material, thumb drive or email it

Email



Many people who are blind use screen reading technology



With audio input & output



With refreshable Braille

CCTV



Provide material in audio format

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



MP3 Player



Smart Phone

Scenario + Discussion

A student with a vision impairment has requested large print versions of the materials.

What do you do to address her request?

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



People who are Deaf or Hard of Hearing



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)

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

Use What You Have to Communicate



Try written notes

Texting

Typing at a computer



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Scenario + Discussion

A potential student who is deaf request a sign language interpreter.

What is the program's obligation?

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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.”

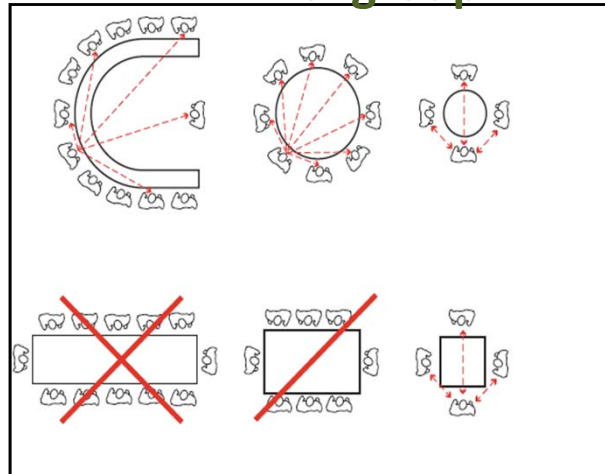


Clarification in 2010 Regulations

May not rely on adult or child accompanying individual with a disability to interpret except:

An emergency involving imminent threat to safety or welfare of individual or public

Ensuring effective communication in a group



Tolerance for error

Gallaudet University's **Deaf Space Design Guidelines**
Volume I (DRAFT) © Hansel Bauman Architects

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



Computer Aided Real-time Transcription CART



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.



People Who Have Speech Disabilities



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

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

Communication Board

The communication board is divided into three main sections:

- I AM:** Includes icons for short of breath, in pain, choking, feeling sick, hungry/thirsty, cold/hot, tired, dizzy, angry, afraid, frustrated, and sad.
- I WANT:** Includes icons for to be suctioned, lip moistened, water, to be comforted, to sleep, tv/video/dvd, call light/remote, it quiet, lights off/on, to go home, to sit up, to lie down, to turn left/right, head of bed up/down, and get out of bed.
- I WANT TO SEE:** Includes icons for doctor, nurse, family, chaplain, no, yes, STOP, and an alphabet/number grid.

Logos for New England **ada** Center and Institute for Human Centered Design are visible at the bottom.

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?

True or False?

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.

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

Slide 84

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

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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Resources

New England ADA Center
800-949-4232 voice/tty
www.NewEnglandADA.org

CAST
781-245-2212
<http://www.cast.org/>

JAN (Job Accommodation Network)
800-526-7234 voice/tty
www.askjan.org

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Slide 85

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

Contact Me With Any Questions Thank You!!

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Join Us for Part 2

Wednesday, November 28
3:00 pm – 4:00 pm EDT