

## **Disability Etiquette and Language**

Words matter! The Oral and written communication effects the messaging of the synagogue and both outwardly and subliminally affects the feelings of congregants. Examples will be given and reviewed.

*Speaker: Meagan Buren*

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Slide 1

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# First Impressions

.....“Sometimes the worst thing about having a disability is that people meet **it** before they meet **you**”



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## Disability Etiquette and Language

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# Types Of Disabilities

## Temporary and Permanent



A man in a hospital hallway is wearing a black and blue robotic exoskeleton. He is using two silver crutches to walk. A nurse in a white lab coat is walking beside him, assisting him. The hallway has a tiled floor and white walls.

## Invisible and Visible



A man and a woman are standing outdoors on a dirt path. The man is wearing a blue and white plaid shirt and shorts, and has a prosthetic leg. The woman is wearing a blue and white striped dress. They are both smiling and looking at the camera.

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## Invisible and Visible



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## Types Of Disabilities

### Disabilities are not mutually exclusive

- Someone with a spinal cord injury may have a traumatic brain injury
- Someone who uses a wheelchair may have a temporary disability (broken leg)

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## Providing Accommodations And Assistance

- Do not assume someone needs assistance!
- If you *believe* someone needs help:
  - **Ask** if they want or need your help
  - **Ask how** you can help
- Don't just accommodate, be inclusive



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## Working With Persons Who Use Wheelchairs

- Do not hold on to a person's wheelchair – it is a part of their personal space
- Talk directly to a person using a wheelchair, not to an attendant or third party
- *Try* to come to eye level when communicating



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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## Working With Persons With Intellectual, Cognitive Or Developmental Disabilities

- Do not make assumptions about the person's abilities, desires, or preferences
- Talk directly to the person with the disability, as well as others present
- If necessary, break down concepts into small, easy-to-understand components
- Involve an advocate or caretaker when necessary
- Refrain from making decisions for others



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## Interacting With People Who Have Vision Impairments

- Identify yourself
- Never touch someone unless the person knows you are there
- Tell the person when you leave
- Ask before moving a person's *assistive device*
- Ask before petting/calling a service animal
- Do not fret if you say something like "see you later"



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## Communicating With People Who Have Hearing Impairments

- Gain eye contact with the person
- Use a normal tone
  - Speak clearly
- Use facial expressions or body language
- If a sign language interpreter is involved, speak directly to the person not the interpreter
- Ask the person to repeat if you do not understand

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## Additional Tips

- Do not assume someone's physical and cognitive abilities based on their physical appearance
    - Offer to shake hands even if a person appears to have a prosthetic or little grasping ability
  - Use common sense!
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## Promoting Disability Etiquette

- Lead by example
  - Use language that puts the person first
  - Practice good etiquette
- Remember: It's Just Respect

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## Disability Etiquette and Language

## ATP: Ask the Person

- ❖ NO need to become an expert in every kind of disability!
- ❖ You can to “ask the person” what accommodations or supports they need to be safe, successful and feel welcomed
- ❖ If you cannot provide the supports, ask RespectAbility for help. If for some reason it can't be done, we need to let people know up front so there is no miscommunication.

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# Words Are Powerful Tools

- Language reflects society's beliefs
- Always put the person before the disability
- Use "Person first" language

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# Best Practices



Pictured: Teenage boy with guitar, words on picture "your words, attitudes & actions impact my life more than my disability."

- Everyone responds to language differently
- Focus on being respectful and polite
- Start out communicating by introducing yourself as you would in any other situation
- Adapt communication as necessary or requested

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## Person First Language



**Please say**

- Person with a disability
- Person who has/had a stroke/Polio/MS
- Person who uses a wheelchair
- Person who is blind/person with a visual impairment
- Person who is deaf/person with a hearing impairment
- Person with a mental illness



**Previously you may have said**

- Handicapped/Disabled/  
Crippled
- Stroke/MS/Polio VICTIM
- Wheelchair bound/confined
- Blind person
- The deaf, deaf and dumb,  
suffers a hearing loss
- Crazy, psycho, lunatic

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- ❖ People with disabilities need a seat at the table, they need to be in on decision making.
- ❖ Organizations must work WITH people with disabilities, not FOR them.

## Winning Messages

WE ARE A STRONGER COMMUNITY WHEN WE LIVE UP TO OUR VALUES—WHEN WE ARE WELCOMING, DIVERSE, MORAL AND RESPECT ONE ANOTHER. WE WANT OUR CHILDREN, PARENTS, GRANDPARENTS, AND OTHER FAMILY AND FRIENDS WITH DISABILITIES TO BE ABLE TO HAVE AN EQUAL OPPORTUNITY TO FULLY PARTICIPATE IN OUR COMMUNITY.



JEWISH PEOPLE WITH DISABILITIES AND THEIR FAMILIES HAVE THE SAME HOPES AND DREAMS AS EVERYONE ELSE, EVEN IF THEY FACE DIFFERENT CHALLENGES. WE SHOULD ENSURE THAT EVERYONE KNOWS THAT THEIR PRESENCE AND PARTICIPATION IS WELCOME AND MEANINGFUL TO US ALL.

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# Web Accessibility

- ❖ Essentially, people with disabilities can use the Internet
- ❖ Perceive, understand, navigate, and interact
- ❖ Encompasses all disabilities that affect Web access



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## Disability Awareness: 10 Things Parents Should Teach Their Kids About Disabilities



GETTY

By Tiffiny Carlson, THE MOBILITY RESOURCE

Parents are all over the board when it comes to how they teach their kids about disabilities. Some scold their kids when they ask what's wrong when a person with a disability passes by, and other parents are totally cool with letting their kids run around and approach us at will. No two parenting techniques are alike.

But there are a few things that are repeated. From telling their child to always look away or giving them a generic viewpoint of people with disabilities, mistakes on how to talk about us are abound. Since even the most well-meaning parent can accidentally flub up, here are 10 ways to help give your kid a leg up on how to think differently about disabilities.

### 1) Answering "Why can't they walk?"

One of the most common questions kids ask when they see someone who uses a wheelchair is this, "Why can't they walk?" Kids are naturally curious and have no filter, which are without question one of their best and worst qualities. If your child is younger, saying, "They just have an owie," can be enough.

If they're older however, just be honest. "I don't know, baby, but most likely it's because their nerves," is all you need to say. My 6-year-old niece is a great example. She's still too young to understand the concept of a spinal cord injury, so I just tell her my legs just don't listen to me anymore, and she understand it completely.

But what's great is once they fully understand, fear is erased.

### 2) Don't get mad when they get curious.

While it's great so many parents want to make sure their kids don't offend us, which for some kids is a legitimate concern when it comes to sensitive people with disabilities, getting angry with your child when they ask questions about our disability should be avoided. Fear, shame or embarrassment is not what you want your kids to feel in the presence of disability. I hear kids ask their moms about me all the time. Cutest thing ever.

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3) Being different isn't a negative thing.

Instead of putting a "sad story" spin on disability whenever they inquire about someone, saying something along the lines of, "But it's ok." "The world is full of people who are different," is vital. We all get around in our own ways. As long as we get there is the important part.

4) Always ask before helping.

A lot of well-meaning parents like to teach their kids to help us whenever possible. But it's just as important to teach them to ask before helping so they can appreciate our autonomy, and respect us as such. Teaching your child to automatically jump to our aid is kind, but it can make it harder for them to see us as a person apart from the chair. Letting them know we can do many things on our own is a huge lesson for kids.

5) Our wheelchairs aren't oversized strollers.

Seeing a wheelchair as our "legs" is another big lesson to drive home. Kids can come up with some hysterical words when referring to a wheelchair – a mini car, a wagon, a "what's that" (my personal favorite), but don't let them go on thinking of our wheelchair as a stroller. Kids like to, but driving home the notion of a wheelchair as being an empowering object, not one that symbolizes helplessness, can make a huge impact.

6) Be careful how you react yourself.

It's no secret kids are sponges and instantly sense whatever mom or dad is feeling. Feeling nervous, awkward or afraid around people with disabilities will only make your kids feel exactly the same way. Try to put those feelings aside in the best interest of your kids. Respond positively and calmly when encountering a person with a disability and they'll do the same (and hopefully into adulthood too).

7) A 10-second stare is ok. I promise.

When it comes to staring, kids get a "Get of Jail Free" card. At least that's how I feel about things. As long as it's not a long drawn out stare that is, which in that case you should tell them, "Looking is ok, but not too long." I say this because it always saddens my heart whenever I see a parent scold their children for looking at a person with a disability for a brief moment. Kids are shiny new people learning about the world. Their innocent glances are 100 percent ok.

8) We aren't in pain.

When I told my niece, "My neck has an owie. That's why Aunty Tiffy can't walk," her first response was, "Well does it hurt?" Kids are just learning about the human body and the double-meaning of words too. By saying "I hurt my neck," she heard "hurt" and equated "pain." While some of us do have some awful chronic pain, letting your kids know a disability doesn't necessarily equate to physical pain can take a definite load off their mind.

9) We can be awesome too.

Whenever possible, showing your child a movie, book or play with a positive portrayal of disability can make a huge difference. Sad movies about skiers who break their necks, then fall in love with a pilot who ends up dying in a crash is not such a good movie to show. They need to see us involved, having fun, even dare I say cool.

While it can be hard finding children's books with a positive disability spin, they're out there. Arlen, Marvelous Mercer, Saddle Sore, Cinderella's Magical Wheelchair and Mama Zooms are some good reads ([click for more](#)). And a few good kids movies or shows to check out in the same vein include Miracle in Lane 2, a movie with a young adult in a wheelchair who dreams of

winning trophies like his brother, Dragon Tales, a cartoon with a character who uses a wheelchair and Pinky Dinky Doo, an animated series with one of the main characters having a friend with a disability. \*\* (Win one of these books by sharing this article on Facebook, google + or twitter, but make sure you tag or mention us so we know its you).

10) Our chairs aren't glued to our butts.

I've always felt every child needs to see someone in a wheelchair get out of their wheelchair just once. Maybe onto a couch, or even better – into a pool or onto a motorcycle – leaving their wheelchair behind, just so they can see we are a person first, wheelchair-user second.

The first time my niece saw me get out of my chair and onto the couch was at Christmas when she was 2-years-old. Her eyes widened and she was deliriously happy when she saw me get out. I think she saw it as breaking free (I don't think she thought it was even possible until that point).

Parenting is a huge responsibility, and molding your kids into hopefully soon-to-be awesome adults is the end goal. I've met a handful of these adults who were raised in a disability-positive environment and they have been some of the most amazing people I've ever met. If your child ends up being one of these very people, you've done a parenting job well done.


And remember, these above tips are mine alone. Not all people with disabilities may agree on these recommendations. Whenever possible, ask people with disabilities in your life for any input or tips. There's knowledge to be learned from everyone.

[http://www.huffingtonpost.com/2013/08/02/disability-awareness-parents-teach-kids\\_n\\_3696279.html](http://www.huffingtonpost.com/2013/08/02/disability-awareness-parents-teach-kids_n_3696279.html)

## Web Accessibility

Slide 1

## Accessibility

- ❖ Accessibility means equal access
  - ❖ Technology must be designed and developed to provide equal access and usability to every member of your target audience
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# Assistive Technology

- ❖ Technology used by people with disabilities to perform functions that might otherwise be difficult or impossible
- ❖ Can include:
  - Conventional items--walkers and wheelchairs
  - Hardware (refreshable Braille display)
  - Software (screen reader, speech recognition)
  - Peripherals

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## Assistive Technology: Examples

- ❖ Augmented input/output devices
- ❖ Visual representation of auditory information for hearing impaired
- ❖ Network-based TTY systems
- ❖ Videophones



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# Creating an Inclusive Site

- ❖ Two purposes: branding and a tool for users
- ❖ Essential to make website welcoming and accessible
  - Welcoming words
  - Inclusive photos and images
  - Advertise available accommodations



A group of white paper cutouts of people of various ages and abilities holding hands in a line, standing on a dark, textured surface.

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## What is Alternative Text?

- ❖ **Alternative Text (alt text):** First principle in web accessibility
  - Textual alternative to non-text content on web pages
- ❖ **Add into HTML code:**
  - ``
- ❖ **Accurate, equivalent, and succinct**
- ❖ **Not redundant text**
- ❖ **No 'image of', 'graphic of' etc.**

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# Creating Effective Alt Text

- ❖ Finding a balance between too much and too little
- ❖ How is image used?
  - to convey important content
  - to provide visual enhancements which offer no real content
  - to link to other areas
- ❖ Alternative text communicates the purpose of the graphic, not its appearance

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## Alternative Text Example

- ❖ Bad alt text: A car
- ❖ Good alt text: A silver Mercedes sports car
- ❖ Better alt text: A silver Mercedes CLS 350 sports car



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## Color Usage

- ❖ Color should never be used to convey information
- ❖ Some users with disabilities cannot distinguish colors
- ❖ May lose meaning if viewed in high contrast

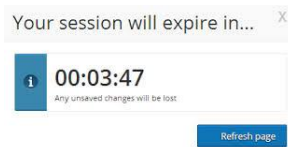


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# Timeouts

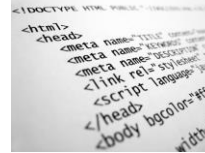
- ❖ Timeouts are employed to track a user's inactivity
- ❖ Issues include:
  - Not identified on screen
  - Not long enough to complete an activity



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## Provide Descriptive Links

- ❖ Links are most basic element of HTML
- ❖ Links work with all assistive technologies, but can be inaccessible
- ❖ Must be accessible from the keyboard
- ❖ Must be descriptive



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## Labeled Form Fields

- ❖ Matching “for” and “id” labels
- ❖ ID must be unique, can’t have one label for multiple
- ❖ Text labels describe the function of each form control
  - <label> element used to associate text label

## Contact Us

First name:

Last name:

Company:

City:

Country:  SELECT COUNTRY

Phone:

Email:

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[Sign up to receive our monthly newsletter?](#) ☐

[Send me partner information](#) ☐

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## Keyboard Usage

- ❖ Access to the user interface
- ❖ Don't have difficult to reach areas
- ❖ Consider testing with assistive technology
- ❖ Solution: keyboard accessibility
- ❖ Test with tab key: ensure visual focus



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## Skip Navigation

- ❖ Main content is not typically located 'first'
- ❖ Long navigation lists are first, among others
- ❖ Skip navigation bypasses the top
- ❖ Create a visible or invisible link that 'jumps' or 'skips'

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# ARIA: An Introduction

- ❖ WAI-ARIA: Accessible Rich Internet Applications Suite
- ❖ Helps with dynamic content and UI controls
- ❖ Some functionality is limited to users of IT
- ❖ ARIA defines new ways to provide access to AT
- ❖ Makes advance web applications usable

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## Social Media and Accessibility


- ❖ Social media isn't always most accessible
- ❖ Very image heavy, updating dynamically
- ❖ WebAIM conducted a screen reader survey in 2012:
  - Roughly half found social media sites accessible
  - 1/3 found them inaccessible
  - <http://webaim.org/projects/screenreadersurvey4/>
- ❖ Many issues, but hopefully increased awareness on web accessibility can fix this

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# Conclusion: Accessibility Benefits

- ❖ Maximize reach, revenues and ultimately profits
- ❖ Create accessibility statements and roadmaps
- ❖ Retain your current investment in resources
- ❖ Tap into new pool of knowledge workers – those with disabilities
- ❖ Increase productivity for all



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## Disability Etiquette and Language

# Conclusion: Accessibility Benefits

- ❖ Generate a positive media response
- ❖ Use as a competitive differentiator
- ❖ Increase customer loyalty
- ❖ Support corporate social responsibility
- ❖ Attract not only those people with disabilities, but:
  - Families, friends, co-workers, health care professionals

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## Creating Accessible Documents: Word, PDF, PowerPoint

- ❖ Free webinar on making documents and presentations accessible
  - Download presentation here:  
<http://respectabilityusa.com/Resources/Creating%20accessible%20documents-%20Cristopher%20Broyles.pdf>
  - Watch recording of webinar here:  
<https://www.youtube.com/watch?v=XSkt5xJGVAo&feature=youtu.be>

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## Resources

- ❖ <http://webaim.org/>
- ❖ <http://www.w3.org/WAI/>
- ❖ <http://www.afb.org/info/programs-and-services/technology-evaluation/creating-accessible-websites/123>
- ❖ <http://www.ssa.gov/accessibility/>
- ❖ <http://webaccess.msu.edu/>

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