



TIPS FOR INCLUDING PEOPLE WITH DISABILITIES IN HEALTH PROMOTION CAMPAIGNS



2009

EMERGENCY PREPAREDNESS
Calendar & Guide

A Report on the Health of People with Developmental Disabilities in Arkansas

Arkansas's Disability & Health Program
a program of Partners for Inclusive Communities—UAMS

What is a developmental disability?

Arkansas Statute Annotated §20-48-101 and Arkansas Act 729 of 1993 defines a developmental disability as a diagnosis of mental retardation, cerebral palsy, epilepsy, autism, or a disorder closely related to one of these conditions before the age of 21.

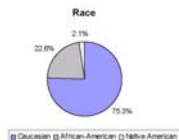
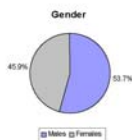
Disability in Arkansas

Nationally, 19 percent of people surveyed reported they were limited in some way in some activities because of physical, mental, or emotional problems. (2005 Behavioral Risk Factor Surveillance System [BRFSS]). In Arkansas approximately one in five (21.5%) report disabilities. (2005 *Charterbook on Disability in Arkansas*). However, since people with developmental disabilities do not typically have the opportunity to participate in telephone surveys and most health surveys are not accessible, their health information is not captured.

Much of the information available regarding the health of Arkansas comes from the Behavioral Risk Factor Surveillance Survey (BRFSS), a random telephone survey of adults that collects information about health status, health behaviors, and use of health services in Arkansas and the United States. The Arkansas Disability and Health Program staff adapted the BRFSS (including pictures, abbreviated response sets, and face to face interviews) to capture health information from individuals with developmental disabilities.

Who Completed the Survey?

The survey was completed with 95 participants ranging in age from 18-67 with an average age of 37.



**Eat Right
Don't Smoke
Get Active
See Your Doctor**

Arkansas Disability and Health Program
Partners for Inclusive Communities/UAMS
www.uams.edu/partners

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INCLUSIVE
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UNIVERSITY OF ARKANSAS
FOR MEDICAL SCIENCES



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INTRODUCTION



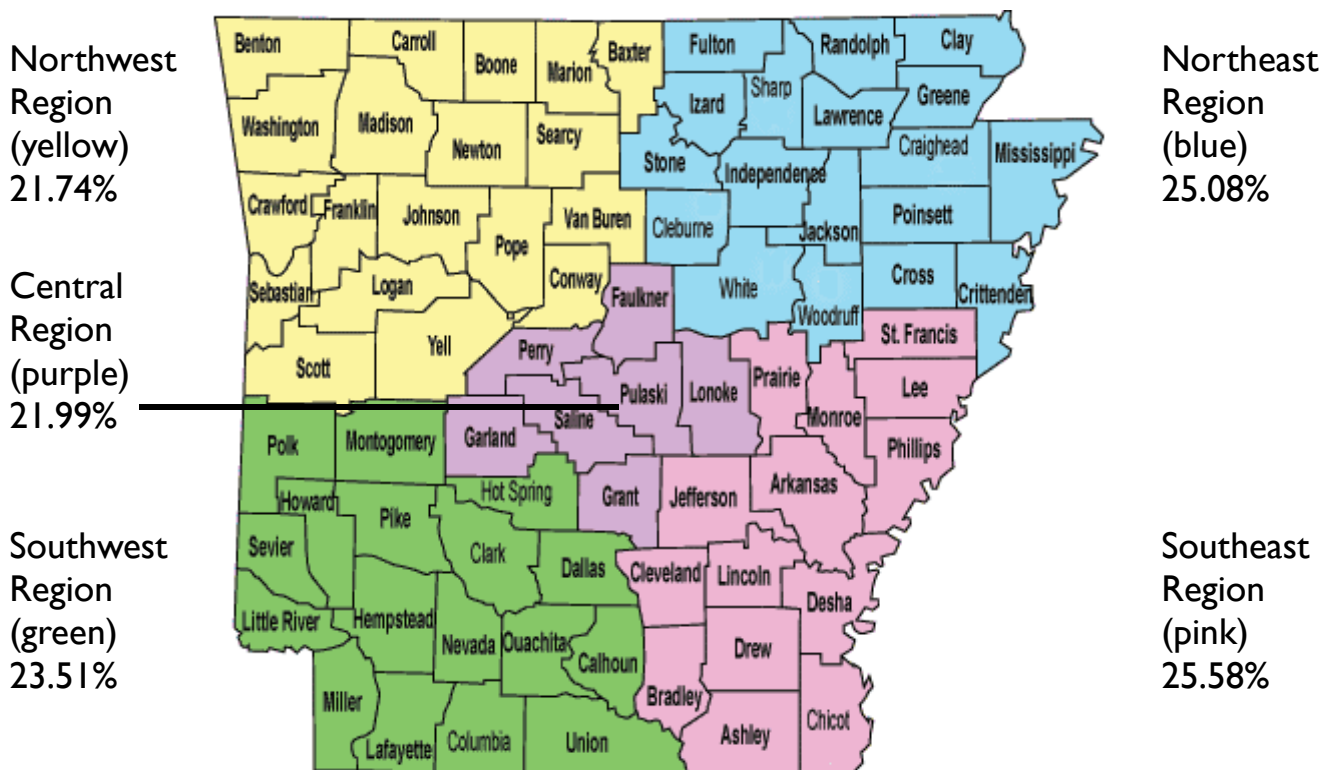
According to the World Health Organization, Health Promotion is a process of enabling people to increase control over and to improve their health. This move to actively participate in and take responsibility for one's health is not a new concept. The needs for the inclusion of people with disabilities in health promotion can be increasingly seen in recent literature and research because of 2 main factors: 1) the growing aging population and 2) a focus of the Centers for Disease Control and Prevention. There is a growing trend that individuals with various types of disabilities can lead longer, healthier lives. Many organizations, public and private, provide health promotion materials, information, and events. Unfortunately, the inclusion of people with disabilities is not consistently addressed.

People with disabilities have pressing needs for health information and services due to health disparities and barriers to accessing health services and health promotion programs. This guide was developed by the Arkansas Disability and Health Program at the University of Arkansas for Medical Sciences to provide useful tips that can be implemented in any campaign for including people with a variety of accessibility concerns. Accessibility has a reputation of being difficult, time consuming, and costly. This toolkit will attempt to show quick, easy, and low cost ways of making your health promotion campaigns accessible to all, whether the campaign is in its planning stages or already up and running!



STATISTICS

According to the 2000 census, over 54 million people in the United States live with a disability. This represents 19% of the population. In Arkansas, data from the 1998-2008 Behavioral Risk Factor Surveillance Survey (BRFSS) indicates that approximately 23.5% or 1 out of every 5 adults living in the community have some type of disability. Using the identified public health regions of the state, the breakdown identifying the percentage of people with disabilities in each region is as follows:



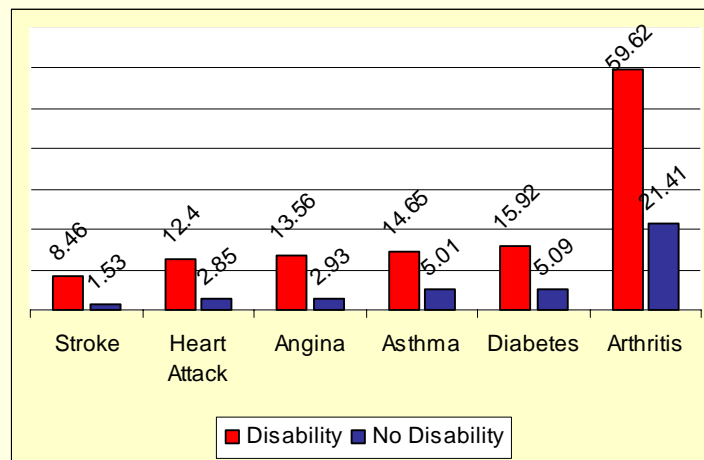
The BRFSS is a random telephone survey of adults that collects health information about health status, health behaviors and the use of health services in Arkansas and the United States. Unfortunately telephone surveys exclude many people with disabilities in our state: those living in congregate care settings such as nursing homes or group homes, those who do not have telephones, and those with cognitive disabilities who would have difficulty with many of the questions on a telephone survey.

STATISTICS



People with disabilities face health disparities for which health promotion campaigns could provide much needed information. According to the 1998-2007 BRFSS, people with disabilities are more likely than the general population to have one or more of the following chronic conditions.

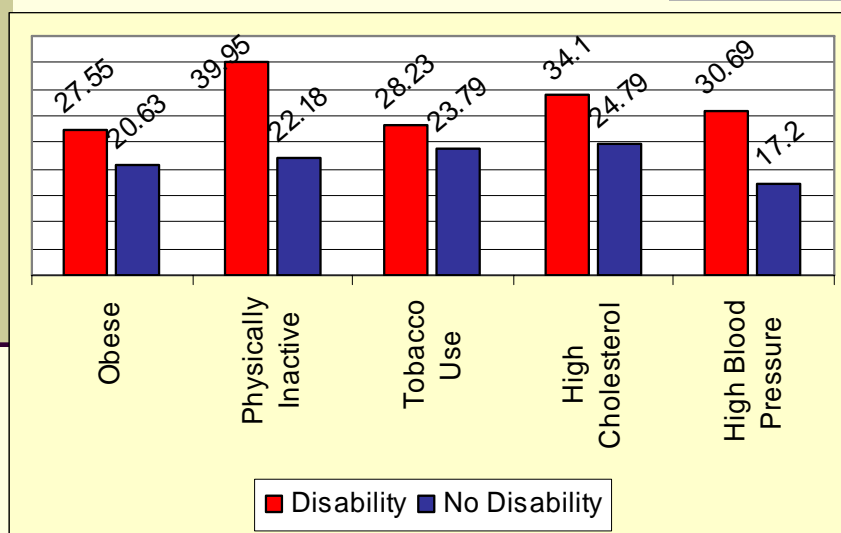
Chronic Disease & Disability Status



People with disabilities who have not developed chronic disease, were more likely than the general population to be obese, be physically inactive, use tobacco, have high blood cholesterol and high blood pressure — all increasing their risk for chronic disease.

STATISTICS

Risk Factors for Chronic Disease



Because of this, people with disabilities should be included in the health promotion and prevention campaigns. In order to make your health promotion and prevention campaign accessible to people with disabilities consider:

- Addressing access issues
- Making accommodations in public health activities
- Recruiting and/or outreaching to people with disabilities

This toolkit shows you what to consider for an inclusive campaign and gives helpful examples and resources for advertising & publicity, registration, transportation, entrances & paths of travel, signage, room set up, elevators, restrooms, food & snacks, materials and accessible facilitators.

PLANNING



Health promotion campaigns communicate effective, tested health information to the public through a variety of media sources. With the purpose of changing behaviors to improve health, health promotion campaigns benefit the individual and society at large. The core of health promotion is communication, getting the message to the target audience. With 1 in 5 people in Arkansas having a disability the message and means of disseminating that message (whether through printed materials, training or events) needs to be as accessible as possible.

Including people with disabilities or representatives of disability service providers during the initial planning stages of a campaign can provide many benefits:

1. insight into and resources for accommodations
2. a means of directly targeting and outreaching to the disability community
3. information on accessible meeting/event spaces
4. information on transportation needs and resources
5. strengthening the campaign and credibility of the health promotion and prevention message

According to Jurkowski & Paul-Ward (2007) the involvement of people with disabilities provides them with an opportunity to shape health promotion programming so that it will be more relevant and sustainable. People with disabilities can provide unique insight in ensuring the accessibility of the programming for others with disabilities.



PLANNING

In the planning phase of the health promotion campaign, you will need to determine the vehicle of your communication message.

1. Meetings/Trainings/Events—these include trainings, presentations, informal and formal networking, fairs, marathons, fund raisers, rallies, conferences, etc.
2. Print/Audio/Video—these include news, editorials, features, ads (print, radio, & TV), supplements, comics, posters, newsletters, public service announcements, speakers, phone ins, entertainment, movies, special events, documentaries, billboards, transit and transit shelters or benches, signage, phone, magazines, mailings, and displays.
3. Computer Based—these include bulletin boards, email, websites and information on CD ROMS.
4. Incentives/Give Away's— trial offers, pedometers, pencils, bags, etc.

Equally important, is the planning and development of inclusive vehicles, materials, and events. It is always easier and more cost effective to plan for inclusion on the front end rather than retrofitting campaign pieces after they are up and running.

OPEN MEETINGS VS. REGISTRATION



Many health promotion campaigns include meetings, trainings or some sort of events with the purpose of disseminating health messages. During the development of a health promotion campaign, people with disabilities can provide valuable insight and resources so that the campaign is inclusive for all.

Let's start at the beginning...

According to the American's with Disabilities Act (1990) no qualified individual with a disability can be excluded from participation in or be denied benefits of services, programs or activities of a public entity. If an event is open to the community, all accommodations for any individual who may attend must be made: including, but not limited to, the provision of sign language interpreters, handouts and materials in large print, Braille, and audio, as well as, sound amplification for individuals with hearing impairments. This toolkit aims to provide low or no cost modifications for the inclusion of all individuals in any type of health communication venue.

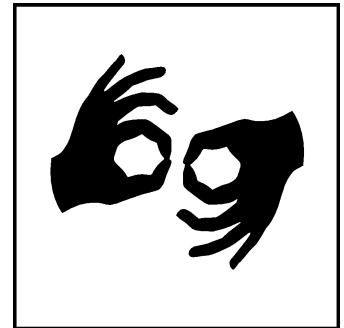
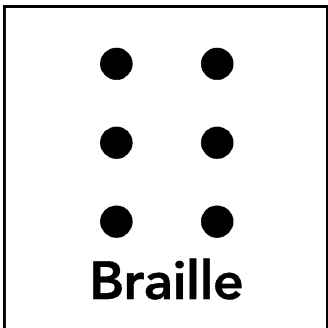
Accessibility Need	Response	Possible Solutions
Open Meetings/ Events vs. Requiring Registration	<input type="checkbox"/> Open <input type="checkbox"/> Registration	Open Meetings/Events should be accessible to everyone, which will include sign language interpreter(s), large print, Braille, audio, or electronic versions of handouts. Registrations assist planners in knowing and preparing for identified needs and requests. See page 13 for examples.



ADVERTISING & PUBLICITY

Once the health message has been developed and the campaign dissemination plan created, it is time to think about the promotion and publicity materials. Are your promotion and publicity materials accessible to all?

Accessibility Checklists & Adaptations



<p>Are promotional materials (posters, leaflets, etc.) available in large print, alternate formats or on an accessible website?</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Combination </p>	<p>Materials provided on a website (if accessible) may reduce the need for materials in Braille, large print, and/or audio. Clear print guidelines are suggested for all printed materials. (Guidelines are listed on page 30 in the Resources section).</p>
<p>Is online promotion material accessible?</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know </p>	<p>For publicity using the internet, accessibility guidelines for websites can be found on page 32, for CD ROMS and audio can be found on page 34 in the Resources section. Consider working with IT to ensure that the website is accessible.</p>

ADVERTISING & PUBLICITY



<p>Many individuals with disabilities will not assume an activity, event or facility is accessible unless it is noted in the flier, promotion materials, or they have visited that facility before. Are the appropriate standardized symbols on all conference/meeting/ event promotion, registration, and information materials?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>These symbols can be downloaded at no cost from the Graphic Artists Group at www.gag.org/resources/das.php. Samples of some of the downloadable symbols are on page 10.</p>
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If you hold programs or events in an accessible building you should include a **Statement about Agency Accessibility and Include an Accessibility Symbol**. For example:

**Chronic Disease Self
Management Program
Tuesdays at 5:00 p.m. at the
United Methodist Church
111 Cross Street.**

Accessible entrance is off of the west parking lot.



ADVERTISING & PUBLICITY

<p>Did the promotion materials use People First Language?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The way society refers to persons with disabilities shapes its beliefs and ideas about them. Using appropriate terms can foster positive attitudes about persons with disabilities. One of the major improvements in communicating with and about people with disabilities is People First Language. People First Language emphasizes the person, not the disability.</p> <p>For more information on People First Language go to page 36 in the Resources section.</p>
<p>Did the promotion materials include appropriate and positive pictures of individuals with disabilities?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No pictures of any individuals were included</p>	<p>If pictures of people were included in the promotional materials, including pictures of people with disabilities illustrates a commitment to assuring all participants an accessible meeting/event.</p> <p>Real examples of the inclusion of pictures of people with disabilities in health promotion materials can be seen on the cover of this toolkit.</p>

REGISTRATION



Registrations can serve many purposes. They are very useful in room set up and planning (issues of seating, food, snacks and materials). In this day and age of evaluation and reporting, registrations are invaluable.

Registrations can be very helpful in identifying accessibility needs in advance to support inclusion. Consider the following questions.

Does the registration form include an accessibility statement or request accessibility information?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If no, consider including an accessibility statement on the registration form. Sample accessibility statements are provided on page 14.
For meeting/event participants who need support staff (Personal Care Assistants or Direct Support Professionals) does the registration form allow participants to identify that they are bringing an assistant?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Even if support staff do not have to register separately or pay the registration fee, they should be counted in the attendance and food counts.



REGISTRATION

If providing food or snacks, does the registration form ask about food allergies or dietary concerns/needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Consider including dietary needs information on the registration form.
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The following are suggested accessibility statements.

“We are committed to providing equal access to this meeting for all participants. If you need alternative formats or other reasonable accommodations, please contact (name) at (number) or via email (email address) with your request by close of business, (date).”

“This meeting site is accessible. Those attending the meeting are requested to refrain from using heavily scented personal care products in order to enhance accessibility for everyone. People with disabilities requiring additional services or alternative formats for printed material to participate in the meeting should contact (name) at (phone) or (email) by (date).”

“We are committed to making the conference accessible to the widest range of people possible. Check here if you require assistance to fully participate in the meeting. Yes, attached is a written description of requirements.”

Yes, my **Personal Care Assistant** will be attending. We need this for the lunch count. Name of your attendant: _____

Auxiliary Aids - Please indicate the accessibility needs we can accommodate to participate in the Conference. _____

Dietary Needs (Vegetarian, Gluten Free, etc): _____

Of course, if accessibility needs are identified on the registration form, they need to be honored and available at the event.

TRANSPORTATION



Transportation is not something a health promotion campaign typically includes in its planning. However, it is a big issue for many individuals with disabilities and is a consideration for the event to be inclusive.

<p>What are the available transit options to the meeting/ event location?</p>	<p><input type="checkbox"/> Providing transportation</p> <p><input type="checkbox"/> On bus line</p> <p><input type="checkbox"/> At site that provides transportation</p> <p><input type="checkbox"/> Other: _____</p> <hr/> <p><input type="checkbox"/> Personal auto</p> <p><input type="checkbox"/> None</p>	<p>If relying on public transportation (regularly scheduled or specially arranged) take into account times public transit is offered and where. It may help to offer the meeting/ event in collaboration with a disability service provider who can assist with transportation.</p> <p>A list of accessible public transportation options for Arkansas can be found on page 38 in the Resources section and can be provided with registration information or confirmation materials.</p>
<p>Is there a drop off area in front of the building? (preferably covered)</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If not, identify in confirmation information where the accessible (preferably covered) drop off will be.</p> <p>If not offered, provide that information in confirmation materials as well.</p>



TRANSPORTATION

Are there enough accessible parking spaces for the estimated or registered number of attendees with disabilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, try to make arrangements with the facility manager to add temporary accessible spaces close to the building, including spaces for vans, specifically for your meeting/event.
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Organizations that provide services to individuals with disabilities are aware of transportation needs and have experience addressing these needs. In working with disability service organizations they may include your health promotion event as part of their programming day, or provide access and assistance in transporting the individuals they serve so they may benefit from your event.

A list of statewide transportation resources can be found on page 38 in the Resources section of this toolkit.

ENTRANCES & PATHS OF TRAVEL



The key to hosting an inclusive event is holding it in an accessible location. Many facilities may say they are accessible. It is always best to conduct a walk through of the facility before signing any contracts. Consider asking a local disability service provider or advocate to assist you with this task as they may be more attune to accessibility issues.

<p>Is there a curb cut or level access provided from the parking area to the main entrance?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Identify accessible entrance from parking area in confirmation materials.</p>
<p>Do the approaches to the main or accessible entrance from public transit have obstructions in the walkway, such as trash cans, fire hydrants, placards, overgrown plants, etc.?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If the obstructions can be moved, talk with the facility manager about moving/removing them so an accessible approach to the entrance can be provided.</p> <p>If the obstructions are permanent, identify an accessible approach to the main or accessible entrance and provide that information in the confirmation materials.</p>
<p>Is the main entrance accessible? (at least 32 inches wide)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If not, identify an accessible entrance and provide that information in the confirmation materials.</p>



ENTRANCES & PATHS OF TRAVEL

Is the main entrance the closest path of travel to the meeting/event area?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, is there another accessible entrance available that would be closer to the meeting/event area? If so, include that information in the confirmation materials.
Is there close access to the outdoors from the event/meeting room?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, include in the housekeeping exactly where participants may walk their service animals during breaks and directions to get there.
Are doorways and hallways accessible (at least 36 inches wide)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, identify accessible route of travel to the meeting/event area and restrooms and include this in the confirmation materials.
Can doors be opened easily and with a closed fist?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, consider leaving doors open or having a staff stationed by the door to provide assistance as needed.

As mentioned earlier, this is not an exhaustive accessibility survey of facilities. The questions and adaptations in this toolkit are meant specifically to spur thoughts on making your health promotion campaign accessible.

For more information on accessibility guidelines refer to the ADAAG Manual a guide to the Americans with Disabilities Act Accessibility Guidelines. Ordering information can be found on the Access Board's website at www.access-board.gov.

SIGNAGE



Signage is very helpful in assisting people to navigate new environments. Make sure that the signs you use for your inclusive event represent the needs and concerns of individuals with disabilities.

Are the signs for the street address or building clearly visible from the street?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, consider providing distinguishing landmark information in the confirmation pack along with a phone number so the facility can assist with directions.
Are the accessible entrances marked?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, work with the facility manager to provide temporary signage for the meeting/event.
Is there accessible signage to the room or event area?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, work with the facility manager to provide temporary signage for the meeting/event or station staff that can direct participants.
Is there signage directing participants to accessible restrooms?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, work with the facility manager to provide temporary signage for the meeting/event, or provide a map in participant materials.

Signs can be temporary. Specifically fitting the needs of your event. These details can make it so much easier for participants.



ROOM SET UP

A lot of time and attention is paid to the set up or lay out of the room. Here are some things to consider to make your room more accessible.

Accessibility Checklists & Adaptations

Depending upon the type of meeting/ event, does the room provide enough space to accommodate people with mobility impairments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	A helpful rule to follow when determining room size is to plan for 20-30% additional space to accommodate people with disabilities, especially those using mobility devices.
Classroom Style vs. Auditorium Style	<input type="checkbox"/> Classroom <input type="checkbox"/> Auditorium	Generally for training, presentations, and conferences it is helpful to have tables for guests to lay their materials, take notes, or set food/drinks.
Are the walkways or aisles passable for people using mobility devices?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Aisles should be at least 36 inches wide. Wider aisles would provide room for 2 people to pass each other conveniently whether one uses a mobility device or not.

ROOM SET UP



If providing a sign language interpreter, is there enough room near the podium or primary speaking/event area?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Consider reserving seating near the interpreters for individuals who are deaf or hard of hearing.
Do any of the presenters/speakers need a ramp to access the stage?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, work with the facility manager to provide a safe ramp with railings that connects to the platform.

When setting up the room, do not arrange segregated seating for people with disabilities in only one area. People should be able to sit where they choose and with whomever they choose.

Setting up a room will depend largely on your group size, the type of event, and the activity of the audience. Keep in mind to provide plenty of space for activities and traffic flow if the activities of the event require a lot of movement.



ELEVATORS

Elevators may not be an issue for your event—if it's hosted on the 1st or ground level floor of a facility. **A good way to determine a facilities accessibility is to use a cart to transport the event materials into the facility and through the path of travel, including elevators.**

Are there enough elevators to safely and conveniently transport the number of people using mobility devices attending the meeting/event?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, reconsider facility site, post signage encouraging those capable to use the stairs, or hold meeting/event on the first floor eliminating the need for elevators.
Are the elevators located close to the meeting/event?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, provide a map in confirmation materials.
Are the elevators large enough to hold a power wheelchair or scooter?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, provide this information in the promotion or confirmation materials. Reconsider venue or hold meeting/event on the first floor eliminating the need for elevators.

RESTROOMS



Whether you are hosting an indoor or outdoor event, restrooms are a must have for participants. Make sure you are looking after the needs of all participants by using this simple checklist with possible adaptations.

Do the restrooms have at least one accessible stall?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, reconsider venue. Ideally, the location will have a unisex or family bathroom for individuals who need assistance with personal care needs.
Do the bathroom doors have raised male/ female sign or Braille lettering?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, work with the facility manager to provide accessible restroom signage or reconsider venue.
Are the washroom sinks, dispensers and accessories within easy reach for persons using a wheelchair or scooter?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>If not, work with the facility manager to provide accessible restroom accessories or reconsider venue.</p> <p>The lavatory rim should be no higher than 34 inches from the floor.</p> <p>If soap and/or towel dispensers are out of reach, consider providing temporary dispensers on the counter of the sink.</p>



RESTROOMS

Are the bathrooms close to the meeting/event?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, provide information on bathroom locations in the housekeeping or welcome of the meeting/event.
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Family or Unisex restrooms are wonderful when they are available. They are helpful to families with small children, individuals assisting their loved ones with personal care needs and direct care staff assisting the individual they serve.

Below is a hotel pet walk with clean up bags for service animals and pets.



FOOD/SNACKS



By far the best way to ensure attendance to a meeting or event is to offer food! The Arkansas Department of Health HELP Guidelines for Food and Beverages at Meetings and Events can be found at http://www.ahc.umn.edu/ahc_content/colleges/sph/sph_news/Nutrition.pdf.

<p>If providing food, are there also alternatives for those with diabetes or identified dietary needs/concerns?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If not, consider providing a healthy alternative.</p>
<p>Are there drinking straws and cups provided for participants?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If not, consider providing these items as they aid in swallowing and handling.</p>
<p>Is food being offered on a self serve buffet?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If yes, tables should be no higher than 34 inches and 2 tiered tables should not be used unless all items are available on both levels. Also consider stationing staff at the buffet table to provide assistance as needed.</p>



MATERIALS

One of the most important accessibility features of your event — once everyone is in the room — are the materials. Asking for access or auxiliary needs on the registration form can be invaluable in making sure everyone has the materials in a format usable for them without busting the budget on formats not needed.

Does the program/ event have an agenda & plan to stick to it?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Agendas provide information that enable participants to plan for taking care an array of concerns (length sitting, restroom breaks, medications, snacks, etc.)
Are materials provided in a way that would be easy for individuals who have difficulty with fine motor skills to handle and find the material or document being referenced?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Consider providing materials in a binder to permit ease in turning pages and quickly accessing materials being discussed.
Are materials available in alternate formats as requested?	<input type="checkbox"/> Braille <input type="checkbox"/> Large Print <input type="checkbox"/> Sign Language <input type="checkbox"/> Real Time Captioning <input type="checkbox"/> Computerized Note Taking <input type="checkbox"/> CD ROMs <input type="checkbox"/> Audio	See page 27 for more information on the different formats.

MATERIALS



For more information on having materials brailled and a list of Brailing services in Arkansas go to page 44 in the Resources section.

When creating a large print document, most sources recommend 18 point font (like Helvetica) on paper that does not produce a glare.

For more information on using sign language interpreters and a list of interpreters in Arkansas go to page 43 in the Resources section.

Real time captioning is a support service requested by individuals who are deaf or hard of hearing who prefer the print mode for their communication and participation needs. A real-time captioner uses a court reporting steno machine, coded to type verbatim text with minimal keystrokes as they are listening.

Computerized note taking is a support service requested by individuals who are deaf or hard of hearing who prefer the print mode for their communication and participation needs. A computerized note taker, sometimes called a print interpreter, summarizes what is spoken while still maintaining accuracy and the spirit and intent of the speaker. Note takers use a notebook or laptop computer with a standard keyboard and an overhead screen and/or TV. Computerized note taking is not a verbatim print representation of the spoken material.

Computer disks or CD ROMs are used with synthetic voice technology (screen reading software) that enables people who are blind, have low vision or who have learning disabilities to hear a spoken verbatim translation of what others see on the monitor. For more information on CD ROM and Audio materials go to page 34 in the Resources section.



FACILITATORS

After all the work has been done to ensure an inclusive event take the time to make sure the facilitators, trainers, and/or speakers use inclusive messages and communication techniques.

Accessibility Checklists & Adaptations

Do speakers, trainers, presenters understand inclusive presentations and access issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, consider sharing with them information provided in this toolkit.
Do facilitators/presenters introduce themselves at the outset of the meeting and identify themselves before speaking throughout the meeting?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, consider asking them to do this as it will benefit participants with vision impairments and others who have questions or are taking notes.
Are facilitators/presenters using an amplification system?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If not, consider using an amplification system for all meetings to ensure everyone in the room can hear the presentation/event. Also it is helpful if facilitators/speakers repeat all questions asked by the audience before answering if a microphone is not available in the audience.

FACILITATORS



<p>Is People First Language used by facilitators/presenters in oral and written form?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The way society refers to persons with disabilities shapes its beliefs and ideas about them. Using appropriate terms can foster positive attitudes about persons with disabilities. One of the major improvements in communicating with and about people with disabilities is People First Language. People First Language emphasizes the person, not the disability. For more information on People First Language go to page 36 in the Resources section.</p>
<p>Are facilitators using jargon or abbreviations?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>At the very least, the first time the jargon and abbreviations are used they need to be explained or spelled out to ensure that everyone understands what is being discussed.</p>
<p>Are facilitators providing enough time for participants to respond and participate in discussions?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Individuals using assistive technology as well as individuals with cognitive or learning disabilities may take longer to process what is being said and/or formulate a question or response.</p>



CLEAR PRINT GUIDELINES

The Disabled People's Network Steering Group Community Network for Manchester (2006) developed the *Guidelines for Accessible Meetings and Events*. This brochure was specifically for individuals with developmental disabilities, but covered many other disabilities as well. Included in their manual was a set of Clear Print Guidelines for creating print documents that could be easily read or accessed by individuals with vision impairments. Those guidelines are listed here.

1. Use a "sans serif" (i.e. plain) font such as Arial or similar fonts such as Helvetica, Verdana, etc.
2. It is recommended using 14 point font size, as standard for everyone.
3. Use ragged right margins, justified on the left, (i.e. not centered justified text, which creates extra spaces between words).
4. Where columns are used, redesign for alternative formats without the use of columns, so information is followed line by line.
5. Use bold for emphasis instead of words in capital letters. Words made up of capitals create a block, which is more difficult to read.
6. Don't use italics or underline words, as this also makes the words more difficult to read.
7. Don't use fancy fonts in print or on flip charts.
8. Maximum contrast between print and background is needed. Use of beige, cream, or light yellow colored paper is often preferred, to reduce glare. Avoid placing text in shaded boxes.
9. Don't print over background graphics, which will confuse the eye and reduce contrast between text and background.

CLEAR PRINT GUIDELINES



10. Use matte rather than glossy paper, which reflects the light.
11. Be prepared to make written information available in a range of accessible formats. Most commonly requested are:
 - large print (at least 18 point font)
 - Braille
 - Audio tape
 - Computer disk, DVD or email, in Word, Rich Text Format (RTF), or plain text or MS-DOS text without formatting.
12. If you are using email, don't embed attachments in the message, as some software will not be able to transcribe this into voice, text or Braille. Use simple attachments at the end of messages or send as plain text within the body of the message.
13. Large documents should, where possible, be produced in a spiral bound format, to make it easy to read from a desk or table and to use with magnifiers, without the need to hold them.



WEBSITE ACCESSIBILITY GUIDELINES

North Carolina's Office on Disability & Health created Tips and Strategies to Promote Accessible Communication (referenced in this document) and has a good overview of accessible web design.

In creating a web page or other computer based materials, use good, general design techniques. The following is a list of basic guidelines that should be considered when reviewing or developing a web page.

Structure

- Page layout should be simple and consistent throughout the website
- Backgrounds should be simple with high contrast to text and graphics
- Avoid using numerous graphic images that may be confusing for people who are using a screen reader.
- Select colors that will make your pages easy to read by people with color blindness. One good test is to see if your pages are readable in black and white.
- In most cases, it is advisable to avoid background (wallpaper) patterns as the images and/or colors can impede accessibility for people with limited vision or who use screen readers.
- Text should be clear and uniform for easiest reading. Using a large font is not necessary, because most viewers will adjust the fonts on their browsers and a large font might then be too large to provide continuity if only a few words are visible at a time.
- General site layout should be easily recognized by the user through menu selections and navigation links.
- Standard basic web authoring language (HTML) should be used for initial design considering the limitations of the tools used by the audience.

WEBSITE ACCESSIBILITY GUIDELINES



Navigation

- Use clear, consistent navigation structure throughout the site. Use navigation buttons at the top and at the bottom of the page.
- Minimize scrolling. All critical information and navigation options should be at the top of the page.
- Make sure each page gives a clear indication of the sponsoring web site and where the user is on the site.

Alternative Formats

- An alternative text-only version should be provided for all graphics laden sites. This choice should be available on the home page as well as throughout the site.
- All graphics should have a text caption that explains the purpose of the graphic.
- Keyboard navigation should be available as well as mouse navigation.
- Email or telephone options should be provided as alternative to web forms.
- Alternative language versions should be provided for all information directed to specific language audiences.

A good source for accessibility tips and guidelines is the Web Accessibility Initiative's web page. This address is www.w3c.org/WAI.

Millions of website developers have heard of and used Bobby to make their websites more accessible to individuals with disabilities. Bobby was sold to Watchfire in 2004 which, in turn, was acquired by IBM in 2007. Although Bobby is no longer available as a free service or standalone product, it is one of the tests included within the IBM Rational Policy Tester Accessibility Edition software, the comprehensive enterprise application for testing websites.

<http://www-306.ibm.com/software/awdtools/tester/policy/accessibility/>



CD ROM & AUDIO GUIDELINES

North Carolina's Office on Disability and Health's *Tips and Strategies to Promote Accessible Communication* provides a very detailed list of considerations and guidelines to providing materials on CD ROM or Audio cassette. They say that providing computer disk/ASCII translation may be the most cost effective means of alternative media. Many individuals who are blind or visually impaired prefer to receive materials on computer disk so they can listen to it utilizing voice-output or read with print-enlarging software on their computers. The Clear Print Guidelines as well as these listed below would provide a good foundation for anyone wanting to provide Large Print or Braille documents.

1. Use plain English.
2. Avoid abbreviations and symbols, for example use the word "and" instead of the symbol "&".
3. Simplify formatting. Remove formatting codes that make the document more difficult to read. Do not use columns, bold or tabs.
4. Set the main body of the text in caps and lower case letters.
5. Avoid hyphenation at the end of lines.
6. Underlining should not connect with the letters being underscored.
7. Use one and one quarter (1 1/4) spacing between lines.
8. Make sure the ink coverage is dense.
9. Diagrams, charts and pictures should be described.

CD ROM & AUDIO GUIDELINES



10. Do not place any type or illustration, such as watermark, over or under text, charts, graphics, or photographs.

Whenever possible, material should be saved in several formats — including word-processing software such as Word, Wordperfect, Windows Notepad, and Macintosh Simple Text.

All printed materials can be made available on audio tape. North Carolina's *Tips and Strategies to Promote Accessible Communication* also provides very detailed guidelines for creating audio taped materials.



PEOPLE FIRST LANGUAGE

People First Language is about respect and changing attitudes by the words used to refer to or describe individuals. Some of the words we use create negative stereotypes which in turn can create an image of helplessness and incompetence. Alice-Ann Darrow & Glen White of the University of Kansas (1997) relayed an excellent point. Many government and educational agencies have already recognized the need for changes in terminology. PL 94:142, the Education for all Handicapped Children (1975) was renamed Individuals with Disabilities Education Act (IDEA) in 1990 in an effort to put “individuals first” and to change the term “handicapped” to “disabilities”.

For Example:

Say or Write This...	Instead of This!
She is a person with a disability.	She is handicapped or disabled.
He is a person with a cognitive disability.	He's retarded.
He uses a wheelchair.	He's confined to a wheelchair.
She is an individual with cerebral palsy.	She is a victim of cerebral palsy.
He has a brain injury.	He's brain damaged.
She has a congenital disability.	She suffers from a birth defect.

Arkansas Governor's Developmental Disabilities Council developed a brochure titled *Watch Your Words They Affect Others* on People First Language. That can be accessed at http://www.ddcouncil.org/pdfs/watch_your_words_bro.pdf

PEOPLE FIRST LANGUAGE



The Research and Training Center on Independent Living developed a brochure *Guidelines for Reporting and Writing about People with Disabilities*. That can be accessed at:
<http://www.rtcil.org/products/RTCIL%20publications/Media/Guidelines%20for%20Reporting%20and%20Writing%20about%20People%20with%20Disabilities.pdf>



TRANSPORTATION

Below is a list of accessible transportation services throughout Arkansas.

Ark-Tex Council of Governments

4808 Elizabeth Street

Texarkana, TX 75503

website: <http://www.atcog.org/trax.htm>

Phone: (903) 832-8636

Type of Service: Public Transit

Central Arkansas Transit

901 Maple

North Little Rock, AR 72114

website: <http://www.cat.org>

Phone: (501) 375-6717

Fax: (501) 375-6812

Type of Service: Public Transit - Urban and Small Urban Systems

Pine Bluff Transit

2300 E. Harding

Pine Bluff, AR 71601

website: cityofpinebluff.com/transit/index.htm

Phone: (870) 543-5130

Fax: (870) 543-6975

Type of Service: Public Transit - Urban and Small Urban Systems

Razorback Transit

website: <http://parking.uark.edu/26.htm>

155 Razorback Road

Fayetteville, AR 72701

Phone: (501) 575-3500

TRANSPORTATION



Fax: (501) 575-2356

Type of Service: Public Transit - Urban and Small Urban Systems

Brad Public Transit

1403 Hospital Dr.

Pocahontas, AR 72455

website: <http://www.randolphchamber.com/view/41>

Phone: (501) 892-4547

Type of Service: Public Transit - Rural

Eureka Springs Transit

81 Kingshighway

Eureka Springs, AR 72632

website: <http://www.eurekatrolley.org/index.html>

Phone: (501) 253-9572

Type of Service: Public Transit - Rural

Fort Smith Public Transit

6821 Jenny Lind Road

Fort Smith, AR 72902

website: <http://www.fsark.com/Default.aspx?Tabid=80>

Hot Springs Intracity Transit

100 Broadway Terrace

Hot Springs, AR 71901

website: <http://www.ci.hot-springs.ar.us/dept-transit.html>

Phone: (501) 321-2020

Fax: (501) 321-0882

Type of Service: Public Transit - Rural

TRANSPORTATION

Jonesboro Economical Transit

110 S. Gee

Jonesboro, AR 72403

website: <http://www.ridejets.com>

Phone: (870) 935-5387

Fax: (870) 933-5649

Memphis Area Transit Authority

444 N. Main Street

Memphis, TN 38103

website: <http://matatransit.com>

Phone: (901) 274-6282

Type of Service: Public Transit

Mid Delta Transit

610 So. Biscoe St.

Helena, AR 72342

website: <http://www.middeltacommunityservices.org/Transit.html>

Phone: (501) 338-6406

Type of Service: Public Transit - Rural

North Arkansas Transportation Services (NATS)

P. O. Box 190

Harrison, AR 72602

website: www.nwaedd.org/NATS.htm

Phone: (501) 741-8008

Type of Service: Public Transit - Rural

TRANSPORTATION



Ozark Regional Transit

2705 Chapman Rd.

Springdale, AR 72764

website: [http://www.ozark.org/Riding ORT/home.html](http://www.ozark.org/Riding%20ORT/home.html)

Phone: (501) 756-2900

Type of Service: Public Transit - Rural

SCAT

830 W. Moline

Malvern, AR 72104

jemsmith@dancooks.com

Phone: (501) 332-6215

Fax: (501) 332-2556

Type of Service: Public Transit – Rural

South Central Arkansas Transit

145 Whittington Street

Mount Ida, AR 71957

Phone: (870) 867-4666

Type of Service: local passenger transportation

Southeast Arkansas Transportation (SEAT)

P.O. Box 8569

Pine Bluff, AR 71611

website: <http://www.aaasea.org/html/transportation.html>

Phone: (870) 543-6300

Fax: (870) 534-2152

Type of Service: Public Transit - Rural



TRANSPORTATION

Southwest Arkansas Development Council

3902 Sanderson Lane

Texarkana, AR 75502

Phone: (870) 773-5504

Type of Service: Public Transit—Rural

TLC Daily Rental

5624 South University Avenue

Little Rock, AR 72209

Fax: (501) 568-6946

Type of Service: Accessible Van Rental Companies

SIGN LANGUAGE INTERPRETERS



Communications Plus

Provides sign language interpreting services around the state
(501) 224-2521

If you need to schedule a sign language interpreter take the following into consideration:

- depending upon the length of the meeting, you may need more than one interpreter.
- some services require advance notice
- do not stand or place the interpreter in front of a window or with bright back lighting
- use quiet well lit rooms
- arrange the seating so participants who are deaf or hard of hearing can look at both you and the interpreter



BRAILING SERVICES

If you need to have items brailled, contact one of the following organizations for more information. It is best to ask them in what format they need the material as well as the time frame in which it takes to Braille a document.

Arkansas Department of Human Services, Division of Services for the Blind

(501) 682-5463

Increasing Capabilities Access Network

(ICAN) has brailing software and will show individuals and organizations how to use the equipment themselves and will allow them to Braille materials, but do not have the capacity to Braille materials for the public.

(501) 666-8868

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**For Alternate Formats and Additional
Copies Contact:**

**Arkansas Disability & Health Program
Partners for Inclusive Communities -
UAMS**

**2001 Pershing Circle, Suite 300
North Little Rock, AR 72114**

Phone (501) 682-9900

TTY (501) 682-9902

Voice/TDD (800) 342-2923

Website www.uams.edu/ar_disability



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