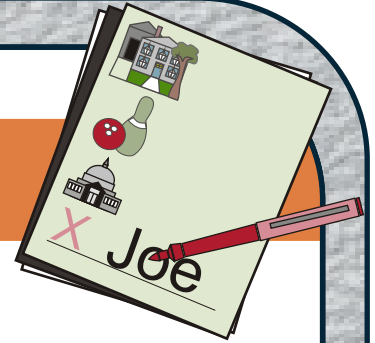


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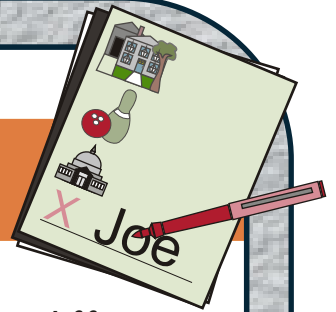


Folder #2
GETTING STARTED
The Purpose Of
Adaptations

Finding Out What
People Want And Need

Personalizing Adaptations	Page 1
The Purpose of Adaptations	Page 2
Guidelines for Writing About People with Disabilities	Page 3 & 4
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PERSONALIZING ADAPTATIONS

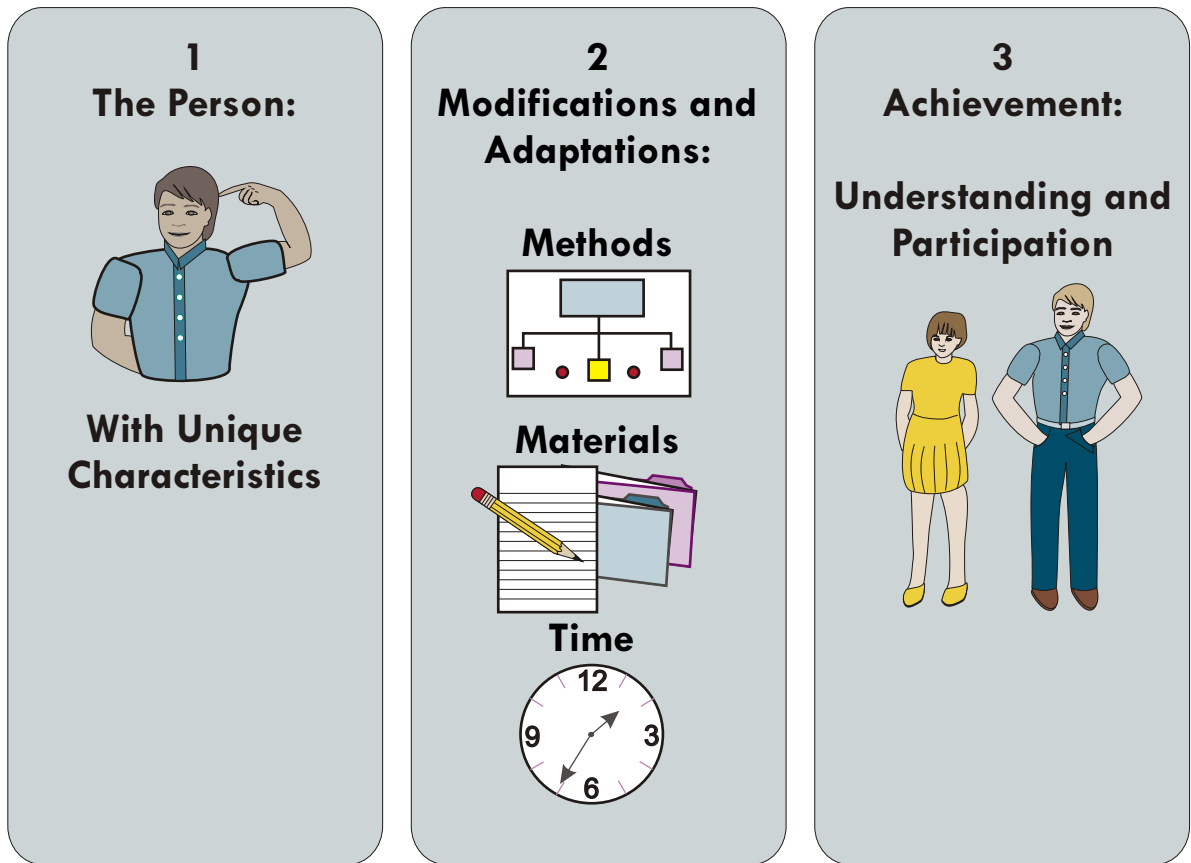


Each **Person (1)** is seen as being unique and having different personal characteristics, cultures and history.

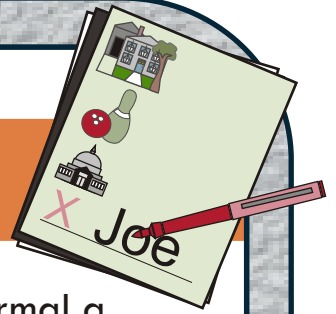
The **Modifications and Adaptations (2)** are different to encourage each person to become successful. Understanding each person's unique needs and creating adaptations specifically for their success are the foundations of a person-centered process.

The **Achievement (3)** is determined by the level of involvement at meetings, understanding content and participation.

Success Using Modifications and Adaptations



THE PURPOSE OF ADAPTATIONS

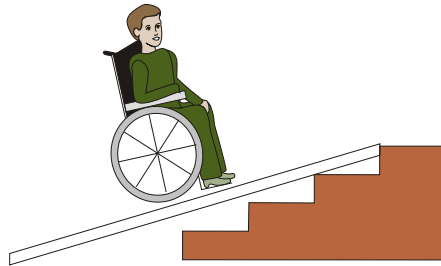


Adaptations help every individual live their life in as normal a manner as possible by changing their environment to fit them, rather than changing them to fit their environment.

Adaptations create methods to help individuals:

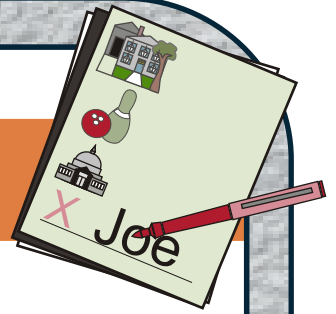
- be more independent to live life more comfortably;
- be more self-sufficient;
- be safer;
- exist with greater happiness;
- have increased health and mobility;
- have the maximum ability to communicate needs, and
- establish gainful employment.

Adaptations can range from something as simple as a ramp, to something as complex like a voice synthesizer.



The most important purpose of an adaptation is to change the way we think about how a person gets through everyday life.

GUIDELINES FOR WRITING ABOUT PEOPLE WITH DISABILITIES



Professional communicators, educators and human service providers are in unique positions to shape the public image of people with disabilities. The words and images used can create either a straightforward, positive view of people with disabilities or an insensitive portrayal that reinforces common myths.

PUT PEOPLE FIRST, not their disability. Use “woman with arthritis”, “children who are deaf” and “people with disabilities”. This puts the focus on the individual and not the particular functional limitation.

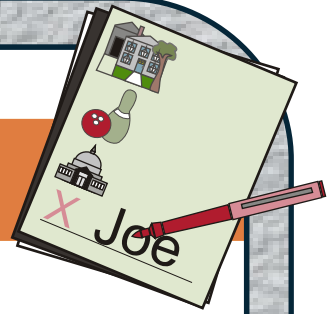
DO NOT FOCUS ON THE DISABILITY unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments, or severe injuries. Focus instead on issues that affect the quality of life for the individuals, such as: accessible transportation, housing, affordable health care, employment opportunities, and discrimination.

DO NOT PORTRAY SUCCESSFUL PEOPLE WITH DISABILITIES AS SUPERHUMAN OR HEROES. Even though the public may admire super-achievers, portraying people with disabilities as superstars raises false expectations that all people with disabilities should achieve this level.

DO NOT SENSATIONALIZE A DISABILITY by saying “afflicted with”, “crippled with”, “suffers from”, “victim of”, and so on. Instead, say “person who has multiple sclerosis”.

DO NOT USE GENERIC LABELS for disability groups, such as “the retarded” and “the deaf.” Emphasize people, not labels. Instead say “people with mental retardation” or “people who are deaf”.

GUIDELINES FOR WRITING ABOUT PEOPLE WITH DISABILITIES

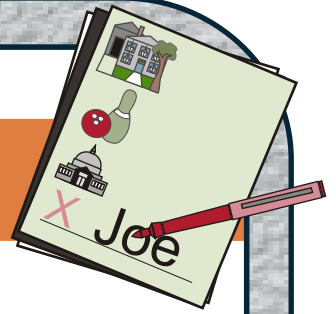


EMPHASIZE ABILITIES, not limitations. *For example:* “uses a wheelchair/braces”, “walks with crutches”, rather than “confined to a wheelchair”, “wheelchair-bound”, “differently-abled”, “birth difference”, or “crippled”. Similarly, do not use emotional descriptors such as “unfortunate”, “pitiful”, and so forth.

DO NOT USE CONDESCENDING EUPHEMISMS. Disability groups also strongly object to using euphemisms to describe disabilities. Terms such as “handicapable”, “mentally different”, “physically inconvenienced”, and “physically challenged” are considered condescending. They reinforce the myth that disabilities cannot be dealt with up front.

SHOW PEOPLE WITH DISABILITIES AS ACTIVE participants of society. Portraying persons with disabilities interacting with nondisabled people in social and work environments helps break down barriers and open lines of communications.

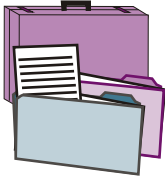
MAKING ADAPTATIONS IN ALTERNATE FORMATS



Here are some simple changes on how you prepare for meetings, conduct the meetings, and the materials that are distributed. Making simple changes (adaptations) these can make the difference between a member participating and being informed about the important issues.

Good Practices -

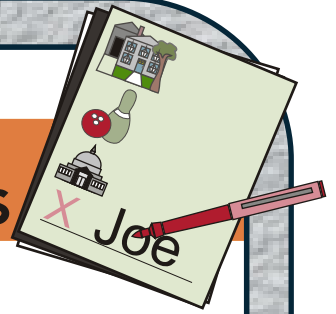
- Create guiding questions for members to ask at meetings that support greater discussion of important issues
- Provide summaries of materials in plain language and alternate formats (audio, pictorial, facilitation)
- Send meeting packets 7-10 days before meeting
- Organize packets so action items are easy to locate
- Make board packets available in different ways upon request (e.g. audio/video tape, computer disk, words/pictures, native languages)
- Use plain language
 - during the meeting
 - written materials
- Provide instructions for voting on action items
- Provide language translation during meeting
- Provide support staff, also called “facilitators”
- Use larger font size



ACCOMMODATIONS FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

Page 1

Tips That Can Increase Comprehension



Try the following solutions:

For reading:

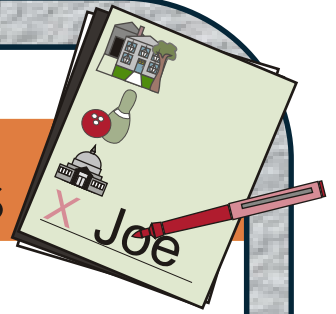
- Provide pictures and diagrams instead of words
- Use voice output on computer
- Use Reading Pen on single words
- Use line guides or hi-light one text line at a time

For writing:

- Provide templates to prompt information
- Allow verbal response instead of written response
- Allow typed response instead of written response
- Use voice input on computer
- Use spell-check on computer
- Provide extra space on forms that require response

ACCOMMODATIONS FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

Page 2



For remembering:

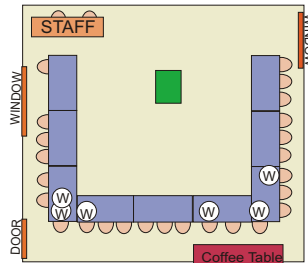
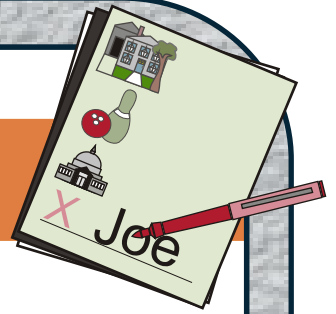
- Use voice activated recorder for instructions
- Provide written information
- Provide checklists
- Post written/pictorial cues on machines
- Minimize clutter
- Color-code items or resources
- Provide A-B-C chart
- Provide 1-2-3 chart
- Divide large tasks into multiple smaller tasks

TO DO	
✓ 1	_____
✓ 2	_____
✓ 3	_____
4	_____
5	_____

For organizing:

- Label items or resources
- Use symbols instead of words
- Use printed labels instead of written labels
- Provide written or symbolic reminders
- Use alarm watch or beeper
- Arrange materials in order of use
- Use task list with numbers or symbols
- Provide training or retraining as needed

MEETING ACCOMMODATIONS



Meeting structure and expectations:

1. Open structured approaches that allow for discussion
2. Interaction time between group members
3. Discuss issues, activities or accomplishments

Making contributions and avoiding tokenism:

1. Meeting supports such as facilitation, (as requested and needed)
2. Identify participants and the reasons for their involvement
3. Ensure transportation to/from the meetings to avoid absenteeism
4. Pre-meeting preparation to understand issues
5. Receive information and materials prior to the meeting
6. Adapted materials to fit each person's mode of communication
7. Provide communication devices/personal supports as requested
8. Restructure meetings to ensure group members can contribute
9. Review meeting location for convenience, lighting, accessibility
10. Ensure there is a meeting budget to implement changes
11. Assistance and support during telephone and video conferencing