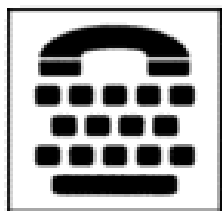
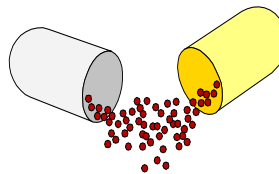
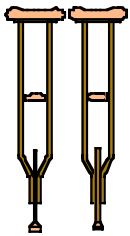


*Beyond Ramps:  
Making your services  
accessible to people  
with disabilities*



Developed By:  
**The University of Kansas  
Center for Research on Learning  
Division of Adult Studies**  
© March 2000

Funded By:  
**The Kansas Department of Human  
Resources**

*University of Kansas  
Center for Research on Learning  
Division of Adult Studies*

**1122 West Campus Rd., JR Pearson Hall Rm. 517  
Lawrence, KS 66045  
Phone - (785) 864-4780  
Fax - (785) 864-5728  
<http://das.kucrl.org>**

**Questions or requests for more information can be  
addressed to our staff:**

---

<b>Name</b>	<b>Email</b>	<b>Phone</b>
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Kathy Parker	<a href="mailto:kparker@kumc.edu">kparker@kumc.edu</a>	(785) 864-7084

**To request additional copies of these materials contact:**

Noelle Kurth      Email: [pixie@ukans.edu](mailto:pixie@ukans.edu)  
Phone: (785) 864-7085

# Introduction

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“Disability is one of the fastest growing minority groups that *anyone* can join at *any* time.”

-Congressman, Jerrold Nadler

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One in every five Americans has a disability. If this number seems high, consider that “disability” includes hearing and visual impairments, chronic health conditions, orthopedic problems and many other conditions. Not all people with disabilities use wheelchairs and many disabilities are invisible. In fact, people with disabilities form the largest minority group in the United States.

Like many minority groups, people with disabilities encounter numerous negative attitudes. These attitudes include pity, ignorance, stereotyping, and even fear. Thus, for them, accessing services in their community may be fraught with emotional as well as physical challenges. But, just as you have tailored your services to meet the needs of diverse ethnic and cultural groups, we hope that you will also meet the needs of people with a variety of disabilities.

This packet will help you become more comfortable in working with people who have disabilities, and in making your services more accessible, welcoming, and inclusive. In part one we address disability etiquette and human diversity. Hopefully, this section will help you better interact with and be more knowledgeable about people with different kinds of disabilities.

Part two of the packet deals with legal issues and accessibility. Specifically, we provide definitions of some of the terms from the Americans with Disabilities Act (ADA) and explain some of the law’s requirements. We also include brief checklists to help you make your services more accessible.

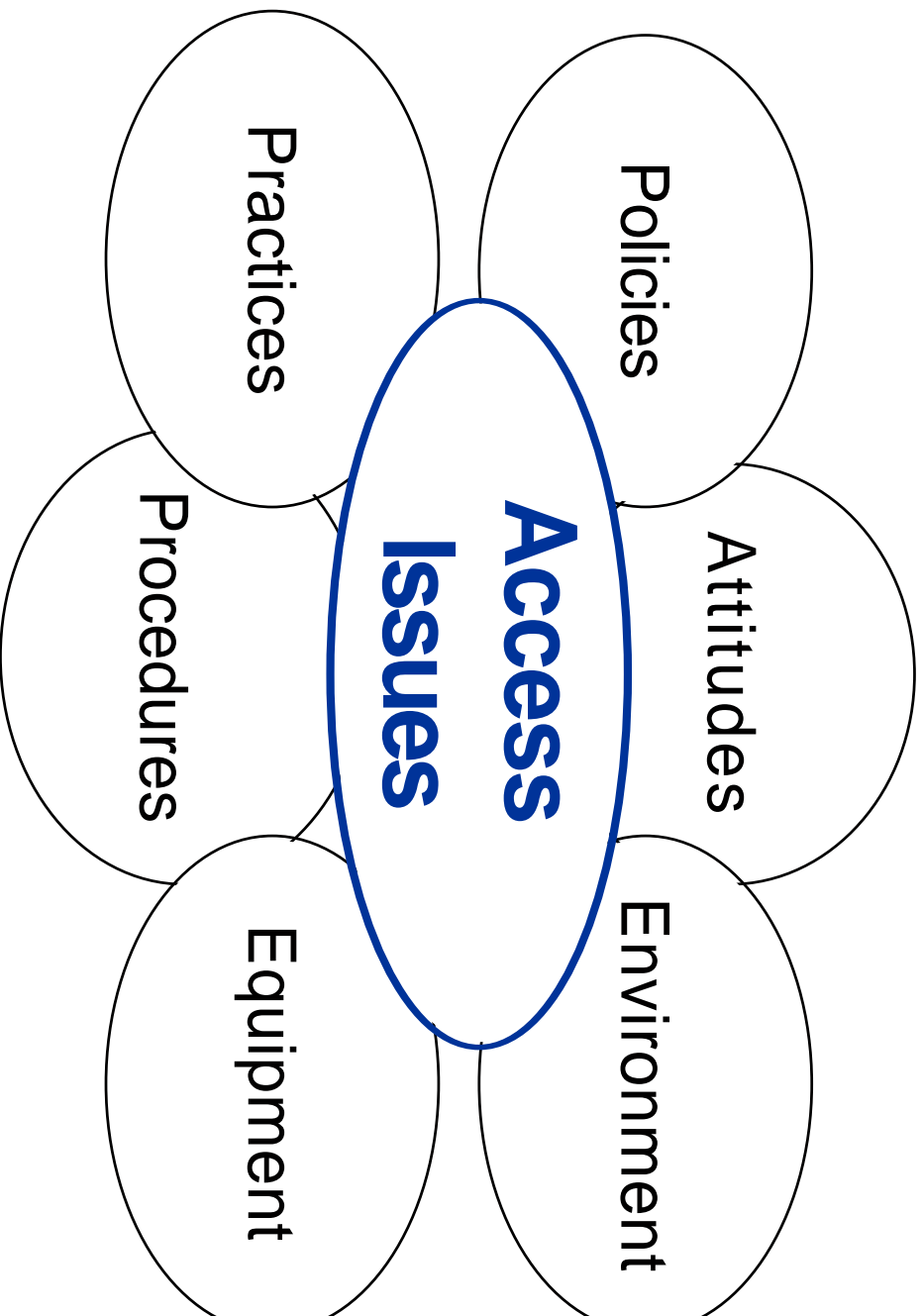
The last section provides contact information for the Kansas centers for independent living and for information regarding specific disabilities. The centers for independent living are a great local resource for you to use whenever you have disability-related questions. Keep in mind that many of these centers have satellite offices, so even if your town is not listed, a center may be close by.

The services that you provide are important. We hope that this information will help you to make your services available to the many people with disabilities in your community who may need them.

If you have any questions or need further information please feel free to contact any member of our staff.

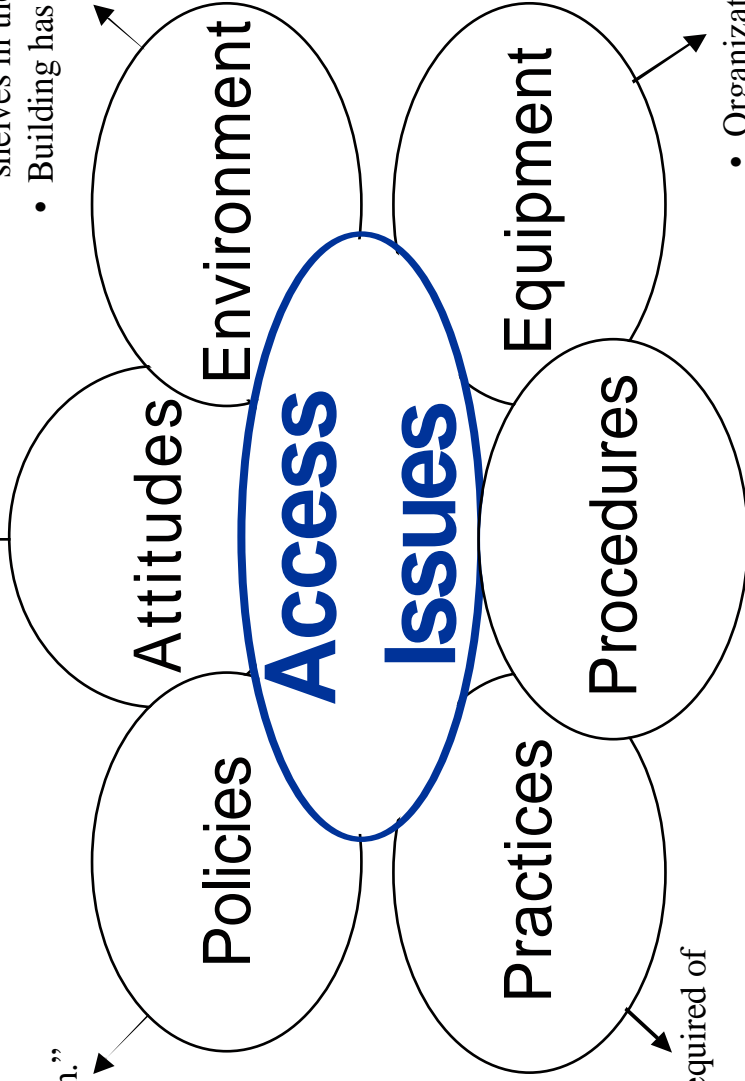
# Accessibility

Providing access to persons with disabilities is more than just curb cuts and ramps. The 20% of the adults with disabilities encounter access problems from a variety of barriers. These pages are examples of other areas in which a person may encounter a barrier to access, accommodations, or advocacy. The following pages include examples of access issues and solutions.



- We do not serve people with disabilities because they have never requested services.
- People with disabilities could not benefit from our services because we place people in jobs.
- Reception area has a high counter.
- Clients choose their own items from shelves in the back room.
- Building has an audible smoke alarm.

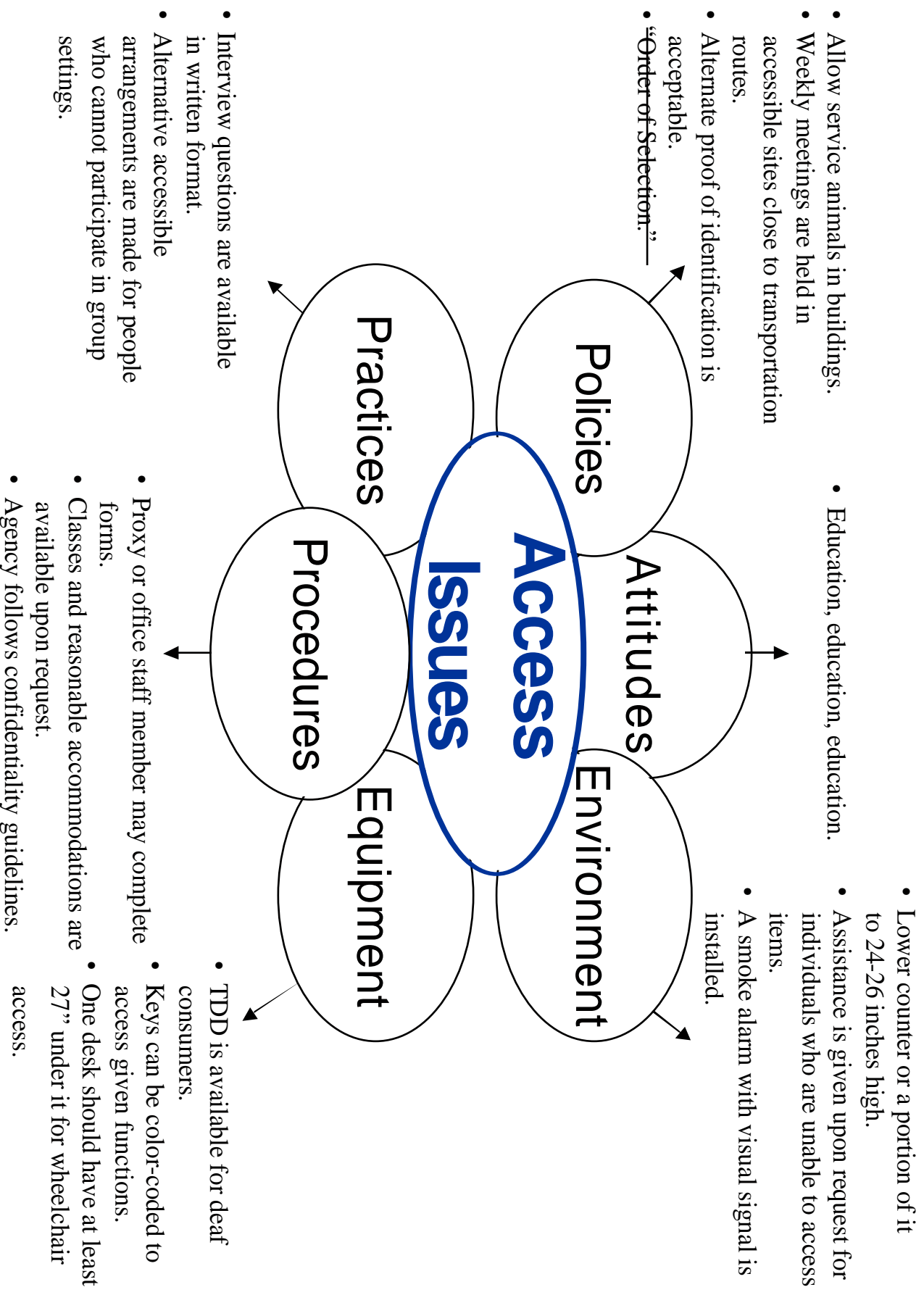
- No animals are allowed in building.
- Weekly meetings are rotated to different sites.
- A driver's license is required for identification.
- "Order of Selection."



- An oral interview is required of all clients.
- Intakes, exams, and classes are done in groups.
- Videos are purchased for use with consumers.

- Organization has a telephone available to consumers.
- Consumers use computers.
- Standard height desks are available for completing forms.

- Client must complete all forms.
- Classes are offered to the public.
- Program approval depends upon certification from other agencies.



# *Definition of Disability*

The Americans with Disabilities Act (ADA) utilizes a three-part definition of an individual with a disability. Thus, a person with a disability is one who has:

- ♦ a physical or mental impairment that substantially limits one or more of the major life activities of the individual;
- ♦ a record of such an impairment; or
- ♦ been regarded as having such an impairment.

The phrase “physical or mental impairment” may include such diseases and conditions as:

- ♦ orthopedic
- ♦ visual
- ♦ speech and hearing impairments
- ♦ cerebral palsy
- ♦ epilepsy
- ♦ muscular dystrophy
- ♦ multiple sclerosis
- ♦ cancer
- ♦ heart disease
- ♦ diabetes
- ♦ mental retardation
- ♦ emotional illness
- ♦ learning disabilities
- ♦ HIV disease
- ♦ tuberculosis
- ♦ recovery from drug addiction or alcoholism.

Examples of major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working.

## *National Joint Committee on Learning Disability Definition*

**Learning disabilities:** “a general term manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities, or social skills. These disorders are **intrinsic to the individual**, presumed to be **due to central nervous system dysfunction**, and **may occur across the life span**. Problems in self-regulatory behaviors, social perception, and social interaction may constitute a learning disability. Although learning disabilities **may occur concomitantly** with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) they are not the result of those conditions.”







# Public Accommodations

Title III of the ADA applies to “public accommodations,” including day care centers, retail establishments, hotels and motels, senior citizen centers, homeless shelters, food banks, and other social service agencies. Under Title III, places of public accommodation must ensure that they do not intentionally or unintentionally discriminate against persons with disabilities.

Integration is fundamental to the purposes of the ADA, and by adhering to these provisions, agencies will meet that goal. Requirements for public accommodations include:

- ◆ Allowing a person with a disability to participate in a service, program or activity.
- ◆ Ensuring that all programs and services are accessible to individuals with disabilities, when viewed in their entirety. (see Facility Accessibility Checklist).
- ◆ Ensuring that communications are accessible to individuals with a range of disabilities. Access can be provided through auxiliary aids and services such as qualified interpreters, assistive listening devices, television captioning and decoders, Telecommunications Devices for the Deaf (TDDs), readers, taped texts, brailled materials and large print materials. (see Communications Checklists).
- ◆ Making reasonable modifications in policies, practices or procedures to avoid discrimination on the basis of disability.

For example, if a policy exists to administer a screening or interview in a group setting and a person with a mental health impairment has difficulty functioning in groups, then the policy should be modified to allow a one-on-one administration for that individual.

# Accessibility

Ensuring the accessibility of your offices is an important step in providing effective services to clients with disabilities. Remember that being “accessible” means more than making your facility usable by people who use wheelchairs. In all of the United States, less than one million people who use wheelchairs. In contrast, four times as many people have serious visual impairments and 24 times as many have hearing impairments. Thus, you must make sure that your programs are accessible to people with many different types of disabilities. The following checklists will help you to think about ways to do this.

## Using the Communication Checklists

If your agency has information that is communicated visually, such as printed materials or forms, you need to consider ways to make that information accessible to people with visual and cognitive disabilities. Similarly, if you have information that is usually presented aurally (i.e., must be heard) you need to consider ways to make that information accessible to people with hearing impairments. And, finally, if you have procedures that require a person to use oral communication (e.g., answer questions in an interview), you must think of alternate ways that a person with a speech impairment can respond.

In the assessment of communications your office uses, consider communication involved in all aspects of services, including outreach, public meetings and hearings, and day to day activities. Examples might include:

- telephone conversations
- video tapes
- interviews
- brochures
- forms

The Communications Checklists provide examples of alternative forms of communication that you can use to make your services accessible to people with a variety of disabilities. Also, keep in mind that many of the strategies for making communications accessible, such as simplifying forms and providing documents in larger print, will make your communications more user friendly for **all** clients, not just those who have disabilities.




For each type of communication, check those accessible formats that your office already has available. Be sure to consider accessibility of **all** program communication, not just communication that occurs within your office (e.g. brochures, telephone conversations). If you can provide the auxiliary aid or service within your office, note this in the "Provider Information" column. For example, if you can provide written documents on computer diskette, indicate this. If your office does not have a certain accessible format available at this time, investigate ways of obtaining it so it will be available if needed and list the provider name and contact information in the space provided.

Find out the processing time for each provider so that you can inform an individual how long it will take to provide a requested format. You may also want to check if your regional or state office has standing provider contracts for obtaining any of the formats. Centers for independent living are also good places to ask about possible providers (see page 18).




After you have completed the checklists, inform the public (in flyers, brochures, advertisements, etc.) that you have alternative formats available. Establish procedures for timely response to requests for alternative formats. A person with a disability should not be forced to wait an inordinate period of time to receive materials in an accessible format.



# Visual Communications Checklist

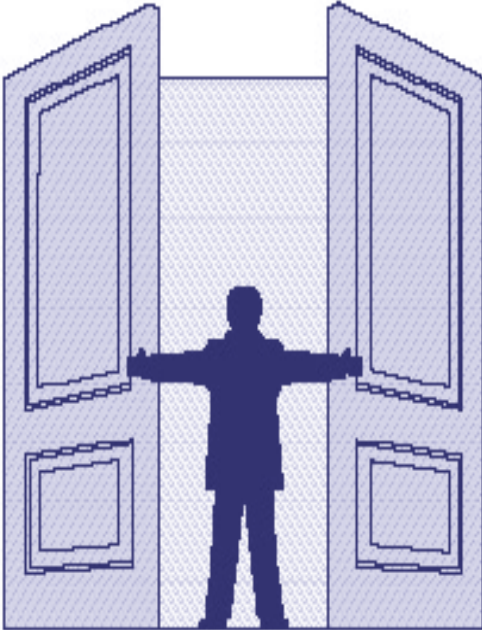
<b>Auxiliary aid or service</b> 	<b>Currently Available</b> 	<b>Provider Information</b> 
large print	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
Braille	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
audio tape	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
readers	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
computer diskette	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
verbal descriptions	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
computer adaptations (e.g., enlarged text, voice synthesizer)	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
others (list)	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:

# Aural/Oral Communications Checklist

<b>Auxiliary aid or service</b> 	<b>Currently Available</b> 	<b>Provider Information</b> 
sign language interpreters	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
written materials	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
TDD (Telecommunications Device for the Deaf)	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
telephone amplification	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
real time captioning	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
assistive listening devices	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
word processors	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:
others (list)	Yes <input type="radio"/> No <input type="radio"/>	Provider: Address: Phone #: Processing time:

## Making Facilities Accessible

This checklist is provided for staff of community-based organizations to review the accessibility of their facility. The checklist is not designed to be a comprehensive evaluation tool but rather a starting point for considering overall accessibility.



Many building features that are common in older facilities such as narrow doors, a step or a rounded door knob at an entrance door, or a crowded office area are barriers to access by people with disabilities. Because removing barriers can be simple and inexpensive in some cases and difficult and costly in others, the regulations of the ADA provide a flexible approach to compliance. This practical approach requires that barriers be removed in existing facilities only when it is readily achievable to do so.

The Facility Accessibility Checklist provides questions about accessibility for persons with various disabilities. For each question, check whether or not your office is compliant with the particular feature. You may find some features need to be addressed by your office in order to make it more accessible.



The costs of making your agency accessible are shared by the building owner, you, as a tenant, and by the management company if there is one. To know where to start consider the following priorities: 1) enabling individuals with disabilities to enter the facility; 2) providing access to those areas where public business is conducted; 3) providing access to restrooms (if they are used by your clients or customers); 4) removing any remaining barriers.

Although the features in the checklists are categorized by disability, any change to improve accessibility will probably improve accessibility for all people. For example, by installing a ramp to make facilities accessible for people who use wheelchairs, you also make it accessible for parents pushing children in strollers and delivery persons using carts.



If you are not able to remove barriers you must make your services available through alternative methods if doing so is readily achievable. Examples of alternative methods include:



- ♦ having clerks retrieve merchandise located on inaccessible shelves or delivering goods or services to customers at curbside or in their homes;
- ♦ meeting with clients in accessible places like restaurants, libraries, or their homes or reassigning services to an accessible location (e.g. to the ground floor or another building); and
- ♦ developing policies regarding what to do in emergency situations if individuals in the office have sensory deficits cannot see or hear emergency warning devices.


# Facility Accessibility Checklists

<b>Questions of Accessibility</b> Persons Who Have Mobility Disabilities 	<b>Currently Compliant</b> 	
Are accessible parking places closest to the accessible entrance?	Yes <input type="radio"/>	No <input type="radio"/>
Do curbs on routes of travel have curb cuts?	Yes <input type="radio"/>	No <input type="radio"/>
Is a route of travel available that does not require the use of stairs?	Yes <input type="radio"/>	No <input type="radio"/>
Are the slopes of ramps no greater than 1:12?	Yes <input type="radio"/>	No <input type="radio"/>
Are all pathways and ramp surfaces slip-resistant?	Yes <input type="radio"/>	No <input type="radio"/>
Are doorways at least 32" wide?	Yes <input type="radio"/>	No <input type="radio"/>
Are pathways through the facility and ramps at least 36" wide?	Yes <input type="radio"/>	No <input type="radio"/>
Can accessible doors be easily opened (e.g. by a person with limited strength or dexterity)?	Yes <input type="radio"/>	No <input type="radio"/>
Are counter heights/reception windows in public areas accessible to people using wheelchairs (28"-34" high)?	Yes <input type="radio"/>	No <input type="radio"/>
Are knee spaces at work areas at least 27" high, 30" wide, and 19" deep?	Yes <input type="radio"/>	No <input type="radio"/>
Is a 5 foot circle available along the route of travel for a person using a wheelchair to turn around?	Yes <input type="radio"/>	No <input type="radio"/>
Do wheelchair accessible bathroom stalls have a least a 5' x 5' area, clear of the door swing?	Yes <input type="radio"/>	No <input type="radio"/>
Is the toilet seat in the accessible stall 17 to 19 inches high?	Yes <input type="radio"/>	No <input type="radio"/>
Are soap, towels, faucets and hand-dryers in lavatories 48" or lower?	Yes <input type="radio"/>	No <input type="radio"/>
Are the public phones no higher than 48" and have clear space to allow maneuvering?	Yes <input type="radio"/>	No <input type="radio"/>



<b>Questions of Accessibility</b> Persons Who Are Deaf or Hard of Hearing 	<b>Currently Compliant</b> 	
Does the office have a TDD phone device available for the deaf or hard of hearing?	Yes <input type="radio"/>	No <input type="radio"/>
Do alarm systems have flashing lights?	Yes <input type="radio"/>	No <input type="radio"/>
Does staff use the Kansas Relay Service in order to get pertinent information to persons via phone? (800) 766-3777	Yes <input type="radio"/>	No <input type="radio"/>
Are visible floor indicators in place on elevators?	Yes <input type="radio"/>	No <input type="radio"/>
If emergency intercoms are in use in elevators, are they usable without voice communication?	Yes <input type="radio"/>	No <input type="radio"/>

<b>Questions of Accessibility</b> Persons Who Are Blind or Have Low Vision 	<b>Currently Compliant</b> 	
Are obstacles within pathways cane-detectable (located within 27" of the floor or higher than 80" and protruding no more than 4" from the walls)?	Yes <input type="radio"/>	No <input type="radio"/>
Is there a sign on the jamb at each floor identifying the floor in raised and Braille letters?	Yes <input type="radio"/>	No <input type="radio"/>
Do posted materials have large type and strong contrast?	Yes <input type="radio"/>	No <input type="radio"/>
Are carpets and door mats low-pile, tightly woven, and securely attached along the edges?	Yes <input type="radio"/>	No <input type="radio"/>

<b>Questions of Accessibility</b> Persons Who Have Cognitive Disabilities	<b>Currently Compliant</b> 	
Do signs (e.g. restroom signs) have pictorial as well as written information?	Yes <input type="radio"/>	No <input type="radio"/>
Is posted material written so people with low-reading and cognitive levels can understand?	Yes <input type="radio"/>	No <input type="radio"/>
Are materials available on audio tape?	Yes <input type="radio"/>	No <input type="radio"/>

# Action Plan for Accessibility

1. Selected task: \_\_\_\_\_

\_\_\_\_\_

2. How will this task improve your services? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Who needs to be involved in getting it implemented? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Who can help you solve any implementation problems? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What could be the most significant barrier(s) to implementation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Community Networking Bingo

Communities have a variety of services available through agencies and organizations. For persons seeking services or assistance, however, the search can be quite difficult. Review the areas below and identify the group that might provide the needed assistance. Can you match each space with a resource? Having a bingo is good, having a blacked-out card is best.

Community Networking Bingo				
B	I	N	G	O
Off hour transportation.	Child care for a sick child.	GED to keep job.	Groceries to tide them over until end of week.	Help with budgeting.
Crisis line.	In trouble with employer, has been put on notice.	Abusive boyfriend is interfering with person getting into work.	Family interfering with efforts to work.	Home repairs of renovation.
Clothes for work. Recently lost weight and cannot afford a new wardrobe.	Car repairs.	Substance abuse services.	Emergency child care.	Tax preparation help.
Would like to improve reading skills.	Work place accommodation but does not know how to ask.	Gas money.	Utility bills break the budget.	Help advocating for a child with a disability.
Person needs computer skills.	Being evicted needs help locating a new residence that is accessible.	Car pool falls apart, no transportation to work.	Multiple problems coordinating services is overwhelming.	No health insurance. Earns too much to qualify for Medicaid.
Not getting along with boss. Needs help with communication.	Child care.	Needs to find a job that brings in more money or has room for advancement.	Support to stay on job.	Often ill. Needs supportive healthcare.

# Centers for Independent Living

Centers for independent living (CILs) are excellent local resources for learning more about how to tailor your services to meet the needs of people with disabilities. All centers offer four core services of information and referral, peer counseling, advocacy, independent living skills training, as well as other services designed to meet the needs of their communities. Kansas is served by the thirteen CILs listed below. We encourage you to contact your local center or call the Statewide Independent Living Council of Kansas at 1-800-217-4525 (voice and TDD). CIL staff can answer any questions you may have regarding the Americans with Disabilities Act (ADA) or people with disabilities, and they are often available to visit your office to help with accessibility.

---

**Independent Living Resource Center**

3330 West Douglas, Suite 101  
Wichita, KS 67203-5415  
(800) 479-6861 Voice/TDD - (316) 942-6300

**Independent Living Center of  
Northeast Kansas**

414 Commercial  
Atchison, KS 66002  
Voice/TDD - (913) 367-1830

**Center for Independent Living for  
Southwest Kansas**

111 Grant Ave.  
Garden City, KS 67846  
Voice/TDD - (316) 276-1900

**Independent Connection**

1710 W. Schilling  
Salina, KS 66401  
(800) 526-9731 Voice/TDD - (785) 827-9383

**Three Rivers, Inc.**

408 Lincoln  
Wamego, KS 66457  
(800) 555-3994 Voice/TDD - (785) 456-9915

**The WHOLE PERSON, Inc.**

301 E. Armour Blvd.  
Kansas City, MO 64111  
Voice - (816) 561-0304 TDD - (816) 531-7749

**Southeast Kansas Independent Living**

1801 Parsons Plaza  
Parsons, KS 67357  
(800) 688-5616  
Voice/Fax - (316) 421-5502  
TDD - (316) 421-6551

**Independence, Inc.**

2001 Haskell Ave.  
Lawrence, KS 66046  
Voice - (785) 841-0333 or (800) 824-7277  
TDD - (785) 841-1046

**Topeka Independent Living Resource  
Center**

501 Jackson, Suite 100  
Topeka, KS 66603  
(800) 443-2207  
Voice/TDD - (785) 233-4572

**Prairie Independent Living Resource Center**

915 South Main  
Hutchinson, KS 67502  
Voice - (316) 663-3989  
TDD - (316) 663-9920

**Resource Center for Independent Living**

1137 Laing  
Osage City, KS 66523  
(800) 580-7245  
Voice/TDD - (785) 528-3105

**Coalition for Independence, Inc.**

3738 State Ave.  
Kansas City, KS 66102  
Voice/TDD - (913) 321-5140

**LINK, Inc.**

2401 E. 13<sup>th</sup> St.  
Hays, KS 67601  
(800) 569-5926  
Voice/TDD - (785) 625-6942

# Information Regarding Disabilities

## INTERNATIONAL DYSLEXIA ASSOCIATION

Chester Building, Suite 382  
8600 LaSalle Rd.  
Baltimore, MD 21286-2044  
(800) ABCD123 or (410) 296-0232  
[www.interdys.org/](http://www.interdys.org/)

IDA is a non-profit, scientific and educational organization dedicated to the study and treatment of dyslexia. The IDA was established to continue the pioneering work of Dr. Samuel T. Orton, a neurologist who was the first to begin to identify dyslexia and develop effective teaching approaches.

## NATIONAL CENTER FOR LEARNING DISABILITIES INC.

381 Park Ave. S. Suite 1401  
New York, NY 10016  
(212) 545-7510 or (888) 575-7373  
[www.nclld.org/](http://www.nclld.org/)

The National Center for Learning Disabilities is one of the foremost national not-for-profit organizations committed to improving the lives of those affected by learning disabilities.

## NATIONAL ATTENTION DEFICIT DISORDER ASSOCIATION

P.O. Box 1303  
Northbrook, IL 60065-1303  
[www.add.org/](http://www.add.org/)

The National ADDA is built around the needs of adults and young adults with ADD and ADHD. We serve individuals with ADD as well as those who love, live with, teach, counsel, and treat those who do.

## LD ON-LINE

[www.ldonline.org/](http://www.ldonline.org/)

LD OnLine is a service of The Learning Project at WETA, the PBS station that produces LD OnLine. WETA has made a long-term commitment to serving the LD community. They create television, radio, and internet programs dedicated to improving the lives of people with learning disabilities.

## THE DISABILITY RESOURCES MONTHLY WEB WATCHER: LEARNING DISABILITIES

[www.geocities.com/CapitolHill/1703/LD.html](http://www.geocities.com/CapitolHill/1703/LD.html)

Disability Resources, Inc. is a nonprofit organization established to promote and improve awareness, availability and accessibility of information that can help people with disabilities live, learn, love work, and play independently.

We disseminate information about books, pamphlets, magazines, newsletters, videos, databases, government agencies, nonprofit organizations, telephone hotlines and on-line services that provide free, inexpensive or hard-to-find information to help people with disabilities live independently.

## LEARNING DISABILITIES ASSOCIATION OF AMERICA

1456 Library Rd.  
Pittsburgh, PA 15234-13491  
(412) 341-1515  
[www.ldanatl.org/](http://www.ldanatl.org/)

LDA was founded in 1964 by a group of concerned parents on behalf of children with learning disabilities. LDA is the only national organization devoted to defining and finding solutions for the broad spectrum of learning disabilities. It is the largest non-profit organization advocating for individuals with learning disabilities.

## NATIONAL HEALTH INFORMATION CENTER

<http://nhic-nt.health.org/>

The National Health Information Center is a health information referral service. NHIC puts health professionals and consumers who have health questions in touch with those organizations that are best able to provide answers. NHIC was established in 1979 by the Office of Disease Prevention and Health Promotion (ODPHP), Office of Public Health and Science, U.S. Department of Health and Human Services.

## **JOB ACCOMMODATION NETWORK**

1 (800) 526-7234

Job Accommodation Network (JAN) has a free consulting service from 8 a.m. – 8 p.m. (Monday – Thursday) and 8 a.m. – 5 p.m. ET (Friday) that provides information on : equipment, methods and modifications for disabled persons to improve their work environment. All information is specific to the disability including LD.

## **LEARNING RESOURCES NETWORK**

1 (800) 678-5376

Learning Resources Network (LERN) has an operator service from 8 a.m. – 5 p.m. ET (Monday-Friday) that provides information to practitioners of adult continuing education. They also give consulting information, take orders for publications, and provide phone numbers of associations and organizations that deal with learning disabilities.

## **NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES (NICHCY)**

P.O. Box 1492  
Washington, DC 20013  
(202) 884-8200 V/TTY,  
(800) 695-0285 V/TTY,  
Fax (202) 884-8441  
[www.nichcy.org](http://www.nichcy.org)

NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Our special focus is children and youth (birth to age 22).

## **NATIONAL ORGANIZATION ON DISABILITY**

910 16<sup>th</sup> St. NW, #600  
Washington, DC 20006  
(202) 293-5960,  
(202) 293-5968 TTY,  
Fax (202) 293-7999  
[www.nod.org](http://www.nod.org)

The National Organization on Disability promotes the full and equal participation of America's 54 million men, women and children with disabilities in all aspects of life. N.O.D. was founded in 1982 at the conclusion of the United Nations International Year of Disabled Persons. N.O.D. is the only national disability network organization concerned with all disabilities, all age groups and all disability issues.

## **NATIONAL REHABILITATION INFORMATION CENTER (ABLEDATA)**

8455 Colesville Rd., #935  
Silver Spring, MD 20910-339  
(301) 588-9284 V,  
(301) 495-5626 TTY,  
(800) 346-2742,  
Fax (301) 587-1967  
[www.abledata.com](http://www.abledata.com)

ABLEDATA is a division of the NARIC that maintains a database of more than 20,000 assistive devices ranging from eating utensils to wheelchairs. ABLEDATA has the capacity to conduct product searches based on a variety of key words or phrases such as architectural elements, communication, educational management, sensory disabilities, etc. Searches can also be constrained by such factors as price and manufacturer.

## **KANSAS STATE LITERACY HOTLINE**

1 (800) 432-3919

## **KANSAS STATE LIBRARY LITERACY PROGRAM:**

P.O. Box 188  
Kingman, KS 67068  
(316) 532-1075,  
Fax (316) 532-1076

Literacy Volunteer of America liaison for Kansas and Missouri. Focuses on literacy issues and adult basic education program management.

The University of Kansas Center for Research on Learning, Division of Adult Studies has developed other products under this Kansas Department of Human Resources funded Welfare-to-Work project. These products are available upon request, contact the Division of Adult Studies for pricing information.

- **The Adult Learning Disability Screening Battery (ALDS)** - The ALDS was developed as the LD Screening Module portion of the project. The battery contains, test forms, administration directions, scoring procedures, and interpretation of LD screening battery. Training is required to use the battery.
- **“Opening Doors: Empowering People with Disabilities”** - The “Opening Doors” manual was developed as a resource for Welfare-to-Work case managers. The manual contains information on disability etiquette, legal issues, disclosure and self-advocacy, accommodations and available resources.
- **“Help Wanted: Diversifying and Strengthening Your Workforce by Hiring People with Disabilities”** - The “Help Wanted” manual was developed to assist employers with hiring people with disabilities. The manual contains information on communicating with people with disabilities, recruiting, interviewing and hiring of people with disabilities, writing ADA compliant job descriptions, reasonable accommodations, tax incentives, health insurance and available resources.
- **“The Road to Success”** - The “Road to Success” was developed as a community college curriculum for participants with learning disabilities. It covers the topics of self-determination skills, job acquisition and retention skills, and communication and problem solving skills. Training is required to use the curriculum.

