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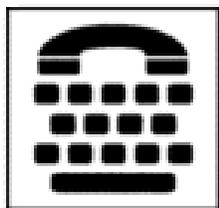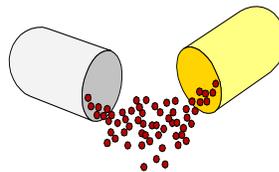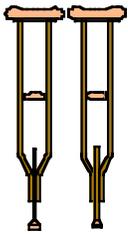## Making your services accessible to people with disabilities

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:

Name	Email	Phone
Gwen Berry	gwen@ukans.edu	(785) 864-7079
Jean Hall	jhall@ukans.edu	(785) 864-7083
Daryl Mellard	dmellard@ukans.edu	(785) 864-7081
Kathy Parker	kparker@kumc.edu	(785) 864-7084

To request additional copies of these materials contact:

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

Introduction

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.

```
                    Policies
        Practices
                              Attitudes
   Procedures      Access
                   Issues
                              Environment
        Equipment
```

Access Issues

Environment
- Reception area has a high counter.
- Clients choose their own items from shelves in the back room.
- Building has an audible smoke alarm.

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

Attitudes
- 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.

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

Procedures
- Client must complete all forms.
- Classes are offered to the public.
- Program approval depends upon certification from other agencies.
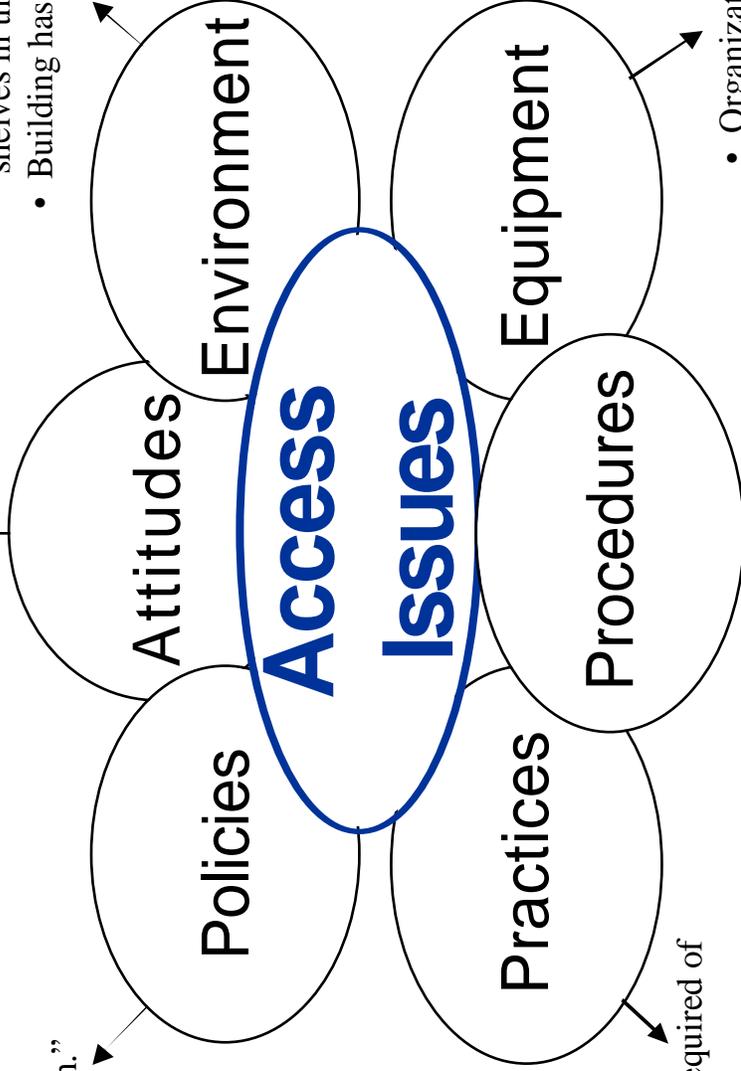
Practices
- An oral interview is required of all clients.
- Intakes, exams, and classes are done in groups.
- Videos are purchased for use with consumers.

Access Issues

Policies
- Allow service animals in buildings.
- Weekly meetings are held in accessible sites close to transportation routes.
- Alternate proof of identification is acceptable.
- "Order of Selection."

Attitudes
- Education, education, education.

Environment
- Lower counter or a portion of it to 24-26 inches high.
- Assistance is given upon request for individuals who are unable to access items.
- A smoke alarm with visual signal is installed.

Equipment
- TDD is available for deaf consumers.
- Keys can be color-coded to access given functions.
- One desk should have at least 27" under it for wheelchair access.

Procedures
- Proxy or office staff member may complete forms.
- Classes and reasonable accommodations are available upon request.
- Agency follows confidentiality guidelines.

Practices
- Interview questions are available in written format.
- Alternative accessible arrangements are made for people who cannot participate in group settings.

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."

The Ten Commandments
of Communicating with People with Disabilities

I Speak directly rather than through a companion or sign language interpreter who may be present.

II Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.

III Always identify yourself and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.

When dining with a friend who has a visual disability, ask if you can describe what is on his or her plate.

IV If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.

V Treat adults as adults. Address people with disabilities by their first names only when extending that same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulder.

VI Do not lean against or hang on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.

 And so do people with guide dogs and help dogs. Never distract a work animal from their job without the owner's permission.

VII Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.

VIII Place yourself at eye level when speaking with someone in a wheelchair or on crutches.

IX Tap a person who has a hearing disability on the shoulder or wave your hand to get his or her attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands, cigarettes, and food away from your mouth when speaking.

If a person is wearing a hearing aid, don't assume that they have the ability to discriminate your speaking voice.

Never shout at a person. Just speak in a normal tone of voice.

X Relax. Don't be embarrassed if you happen to use common expressions such as "See you later," or "Did you hear about this?" that seem to relate to a person's disability.

*The 10 Commandments were adapted from many sources as a public service by the United Cerebral Palsy Associations, Inc. (UCPA). UCPA's version was updated by Irene M. Ward and Associates (Columbus, OH), also as a public service and to provide the most current language possible for its video entitled, *The Ten Commandments of Communicating with People with Disabilities*
TO ORDER YOUR OWN COPY CONTACT:
Program Development Associates
1-800-543-2119

Notes:

_____

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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 is 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
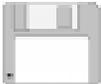
Auxiliary aid or service	Currently Available	Provider Information
large print	Yes O No O	Provider: Address: Phone #: Processing time:
Braille	Yes O No O	Provider: Address: Phone #: Processing time:
audio tape	Yes O No O	Provider: Address: Phone #: Processing time:
readers	Yes O No O	Provider: Address: Phone #: Processing time:
computer diskette	Yes O No O	Provider: Address: Phone #: Processing time:
verbal descriptions	Yes O No O	Provider: Address: Phone #: Processing time:
computer adaptions (e.g., enlarged text, voice synthesizer)	Yes O No O	Provider: Address: Phone #: Processing time:
others (list)	Yes O No O	Provider: Address: Phone #: Processing time:

Aural/Oral Communications Checklist
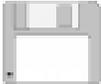
Auxiliary aid or service	Currently Available		Provider Information
sign language interpreters	Yes ○	No ○	Provider: Address: Phone #: Processing time:
written materials	Yes ○	No ○	Provider: Address: Phone #: Processing time:
TDD (Telecommunications Device for the Deaf)	Yes ○	No ○	Provider: Address: Phone #: Processing time:
telephone amplification	Yes ○	No ○	Provider: Address: Phone #: Processing time:
real time captioning	Yes ○	No ○	Provider: Address: Phone #: Processing time:
assistive listening devices	Yes ○	No ○	Provider: Address: Phone #: Processing time:
word processors	Yes ○	No ○	Provider: Address: Phone #: Processing time:
others (list)	Yes ○	No ○	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.
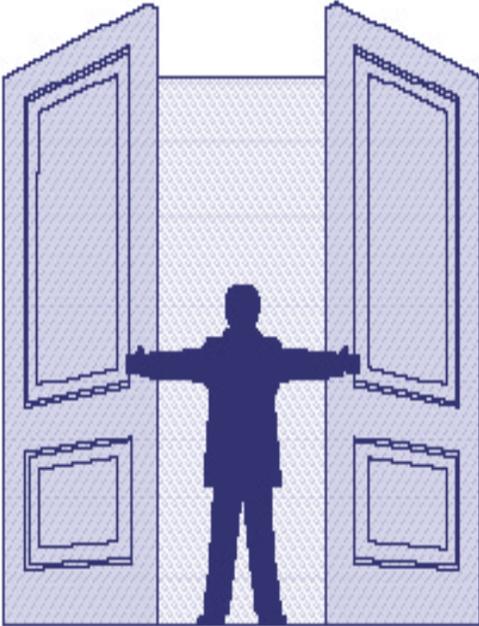
Many building features that are common in older facilities such as narrow doors, a step or a rounded door knob at an entrance door, or a crowded office area are barriers to access by people with disabilities. Because removing barriers can be simple and inexpensive in some cases and difficult and costly 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

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

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

Questions of Accessibility Persons Who Are Blind or Have Low Vision	Currently Compliant	
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 O	No O
Is there a sign on the jamb at each floor identifying the floor in raised and Braille letters?	Yes O	No O
Do posted materials have large type and strong contrast?	Yes O	No O
Are carpets and door mats low-pile, tightly woven, and securely attached along the edges?	Yes O	No O

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

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. 13th 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/

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.ncld.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/

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/

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

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/

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

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 16th St. NW, #600
Washington, DC 20006
(202) 293-5960,
(202) 293-5968 TTY,
Fax (202) 293-7999
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 REHABILITIATON 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

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.

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LITERACY PROGRAM:

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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.