

News From The Navigator

Volume IV: Issue I Spring 2007

Hello and welcome to another issue of *News from the Navigator*. Let's "SPRING" forward and take another look at what is new in the area of disability and employment. Enjoy!

If anyone would like a particular disability-related subject covered or has a specific disability-related question you would like to see addressed, just send it along to me at the e-mail address listed below. I hope everyone will continue to enjoy the newsletter, and, as always - Feedback is welcome! If you would like to be put on the Navigator's Newsletter List, send an e-mail to: ccfi@ccfi.us.

Laurene M. Reichardt

Disability Program Navigator: CDO Workforce System
Disability Programs Manager: Catskill Center for Independence

Ten Small Business Mistakes

The U.S Department of Justice has a video located at its ADA Website (www.ada.gov) that can be played right at the computer, entitled, "Ten Small Business Mistakes." From their website:

"This thirteen-minute video identifies common mistakes that small businesses make when trying to comply with the ADA and addresses the importance and value of doing business with 50 million people with disabilities. The video features statements by store owners expressing their doubts or misunderstandings about the ADA followed by responses from the Assistant Attorney for Civil Rights and other Department of Justice employees explaining the law in common sense terms."

The video can be viewed with either open captioning or with audio description. It is available directly at:

<http://www.ada.gov/videogallery.htm#tensmallbusinessmistakesdslcaptioned>

"Prejudice is just another word for ignorance."
Thomas A. D. Weston

What We Mean When We Talk About Inclusion

Quoted from: The National Center on Workforce and Disability/Adult

Inclusion means that all people, regardless of their abilities, disabilities, or health care needs, have the right to:

- be respected and appreciated as valuable members of their communities
- participate in recreational activities in neighborhood settings
- work at jobs in the community that pay a competitive wage; have careers which use their capacities to the fullest
- attend general education classes with peers from preschool through college and continuing education

Inclusion applies to all parts of life

The Americans with Disabilities Act of 1990 mandates that people with disabilities have freedom, equality, and opportunity to participate fully in public life.

Support

People with disabilities may need support to participate fully in their communities. This support can range from alterations (called "accommodations") to make a space accessible for a person with physical or sensory limitations, to training for teachers so they can teach students of all abilities and talents, to assistance from counselors and friends to find and succeed in a job or a recreational activity. Supports should respect the wants, needs, and choices of the person with a disability.

Support can be provided to...

- students (build on strengths & accommodate learning styles)
- families (encourage involvement & mutual support)
- educators (provide training & resources)
- employers and co-workers (how to promote a work culture that welcomes all) to ensure meaningful participation in school, work, and social community

Inclusion is not...

- clustering people with disabilities into one home, classroom, workplace, or social center
- giving "special privileges" to people with disabilities
- feeling sorry for people with disabilities

Inclusion can look like...

- Martina, a woman with a visual impairment, sings in her church choir.
- Tyrone became interested in politics through his city's Independent Living Center (ILC), a resource center for people with disabilities. He now advocates for his own rights and teaches other people about disability rights issues.
- Esmeralda, a woman with cerebral palsy, started working in a local office after graduation, where she goes for lunch and after-work outings with her co-workers.
- Adam, who has Down syndrome, is an Eagle Scout in the Boy Scouts of America.
- Lee, an 8-year-old girl with special health care needs, attends her local elementary school, with help from her school nurse and a portable ventilator.

No one is "too disabled" to be part of their community.

Written by: Danielle Dreilinger

Source: http://www.onestops.info/article.php?article_id=135&subcat_id=13

This document was developed by the National Center on Workforce and Disability/Adult. The center is based at the Institute for Community Inclusion at the University of Massachusetts Boston and funded through the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) grant number E-9-4-1-0071. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Labor, nor does mention of tradenames, commercial products, or organizations imply endorsement by the U.S. Department of Labor. Copyright 1992-2007, Institute for Community Inclusion: Reprint permission granted.

Website of Interest:
Applying the ADA to the Internet: A Web Accessibility Standard
by Cynthia D. Waddell, JD
<http://www.rit.edu/~easi/law/weblaw1.htm>

Many people with disabilities use a variety of assistive technology in order to use a computer and to access the Internet and e-mail programs. When designing a website, design principles should be included that allow people with disabilities to access the full content of each and every website.

In the article, “Applying the ADA to the Internet: A Web Accessibility Standard,” Cynthia D. Waddell states:

“Unless a web site is designed in an accessible format, significant populations will be locked out as the World Wide Web rapidly advances from a text-based communication format to a robust, graphical format embracing audio and video clip tools.”

In this day and age of instant access to news and information, it is important that all people have the ability to access these resources – as hardly a job today exists without some form of computer usage and internet access – even if it’s just e-mail.

To read the full article and how the City of San Jose [CA] developed and implemented a minimal web accessibility standard that is now supported by the first draft international protocol for web accessibility, go to the web address above. For more information on website accessibility and standards, contact the DPN at: 607-432-8000 or ccfi@ccfi.us.

Accommodation Idea of the Month: Simplest is Best!

A Grabber!

For people who have disabilities that limit their ability to bend at the waist or to pick up items dropped on the floor, there is an easy and inexpensive way to accommodate them at their job – A Grabber! This is a handy tool that comes in a variety of designs, but all have basically the same function. The tool is designed to “grab” an object, even one as narrow as a pencil or as small as a coin, by squeezing a handle that closes a set of ‘pincers’ at the end of the tool. Length of reach can vary from a couple of feet to longer. Some tools are heavy duty and pick up larger, heavier items, while other are designed as an all-around-picker-upper. These tools can also be used to grasp lighter items from shelves that are too high for the person to easily access. Just remember to pick the right grabber for the job. Grabbers can be found through simple searches in the Internet – or contact the DPN at ccfi@ccfi.us or 432-8000, for more resources.

Laurene M. Reichardt

Disability Program Navigator:

Disability Programs Manager:

CDO Workforce System

Catskill Center for Independence

P.O. Box 1247, Oneonta, NY 13820

607-432-8000 (Voice/TTY)

607-432-6907 (Fax)

E-mail: ccfi@ccfi.us

Website: www.ccfi.us