



Oregon's PhDs Promoting Respectful Interactions and Communication with Oregonians with Disabilities

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Oregon Office on Disability & Health

- Funded by the Centers for Disease Control and Prevention to improve health and reduce secondary conditions among Oregonians with disabilities
- Continuously funded since 1994. In this funding cycle (2012-2015), specifically focusing on:
 - Health promotion opportunities
 - Health care access
 - Emergency preparedness
- Oregon is one of 18 states with an Office on Disability and Health

Disability in Oregon

- The BRFSS includes two basic disability identifiers:
 - Are you limited in any way in any activities because of physical, mental, or emotional problems?
 - Do you now have any condition that requires you to use special equipment such as a cane, wheelchair, special bed, or special telephone?
- In 2012, 27.3% of Oregon respondents answered yes to one or both of these questions

PHD Civil Rights Self-Assessment

AUXILIARY AIDS AND SERVICES FOR PERSONS WITH DISABILITIES:

- **Yes** ____ **No** ____ **1.** Do procedures exist for effective communication with individuals who are deaf, hearing impaired, blind, visually impaired or who have impaired sensory, manual, or speaking skills?
- **Yes** ____ **No** ____ **3.** Do your procedures indicate how to determine whether interpreters or other assistive services are needed?
- **Yes** ____ **No** ____ **6.** Are staff trained on how to arrange for communication in alternative formats?
- **Yes** ____ **No** ____ **13.** Are staff trained in effective ways to communicate with sensory-impaired persons?

A close-up photograph of two hands reaching towards each other against a black background. The hand on the left is illuminated with a bright red glow, while the hand on the right is lit with a soft, natural light. The fingers are slightly curled, suggesting a gesture of offering or support. The overall mood is one of connection and care.

**RESPECTFUL INTERACTIONS
DISABILITY LANGUAGE
& ETIQUETTE**

NORTHWEST ADA CENTER
UNIVERSITY OF WASHINGTON



A project in the Department of Rehabilitation
Medicine at the University of Washington

Supported by a grant from the
National Institute on Disability and
Rehabilitation Research



Goals of the Training

Help Participants:

- Develop a better understanding of the communication issues related to disabilities
- Understand the importance of using appropriate language
- Feel confident in knowing how to interact with PWD
- Have a better understanding of how to accommodate PWD

Training

- 7 modules with voice over and captioning
 1. Introduction to Disability Language & Etiquette
 2. People Who Use Wheelchairs
 3. People Who Are Deaf or Hard of Hearing
 4. People Who are Blind
 5. People Who Have Speech Disabilities
 6. People Who Have Non-Apparent Disabilities
 7. People Who Use Service Animals
- Videos of PWD
- Quiz
- Evaluation survey (end)
- Ability to print a “Certificate of Completion”

Introduction to Disability Language & Etiquette

A commonly used phrase....

“That’s retarded!”

What’s wrong with saying that?



October 10, 2010

President Obama signed into law **Rosa's Law** which changes references in federal laws from mental retardation to intellectual disability, and references to a mentally retarded individual to an individual with an intellectual disability. S. 2781



Introduction to Disability Language & Etiquette

The following terms have been used to refer to people with disabilities. Please indicate whether you consider each phrase as “**A**” generally acceptable or “**U**” unacceptable:

- U A. the disabled
- A B. person with a disability
- U C. dwarf
- U D. man who is wheelchair bound
- U E. autistic adolescent
- A F. person with a non-apparent disability

PEOPLE WHO USE WHEELCHAIRS



People who use wheelchairs

When holding a face-to-face conversation with someone who is using a wheelchair, you should:

- A. Find a chair and sit down so you are both on the same level.
- B. Get closer so he/she can see you more comfortably.
- C. Kneel down to be at eye level.
- D. Do nothing special, just act naturally.

PEOPLE WHO ARE DEAF OR HARD OF HEARING



People who are deaf or hard of hearing

If someone is communicating via a sign language interpreter, it is proper to address questions and responses to the interpreter so he or she can relay to the person who is deaf.

 True X False



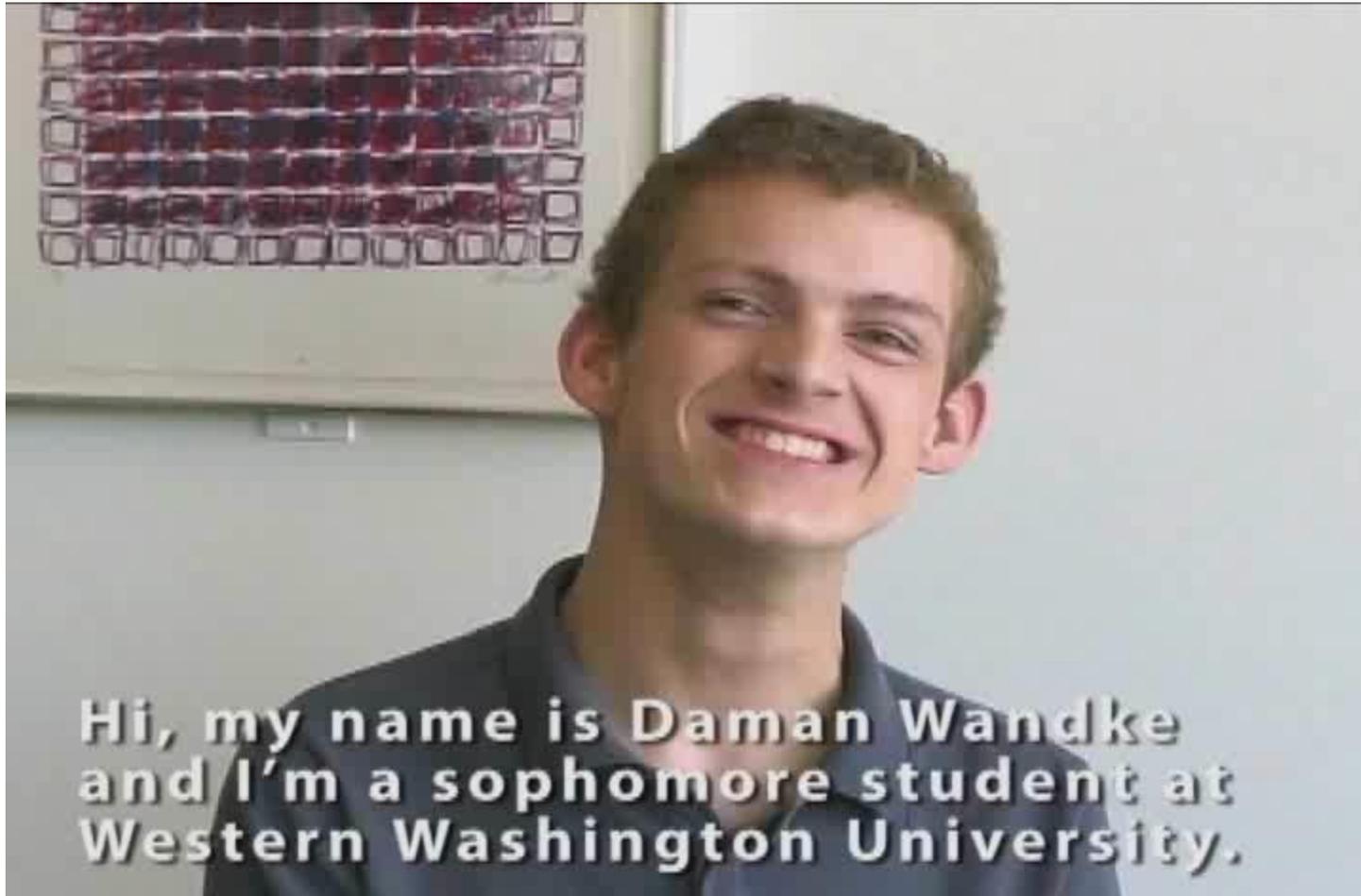
PEOPLE WHO ARE BLIND

People who are blind

When guiding a person who is blind, it is important to keep a firm grip on their arm in order to navigate them.

True False

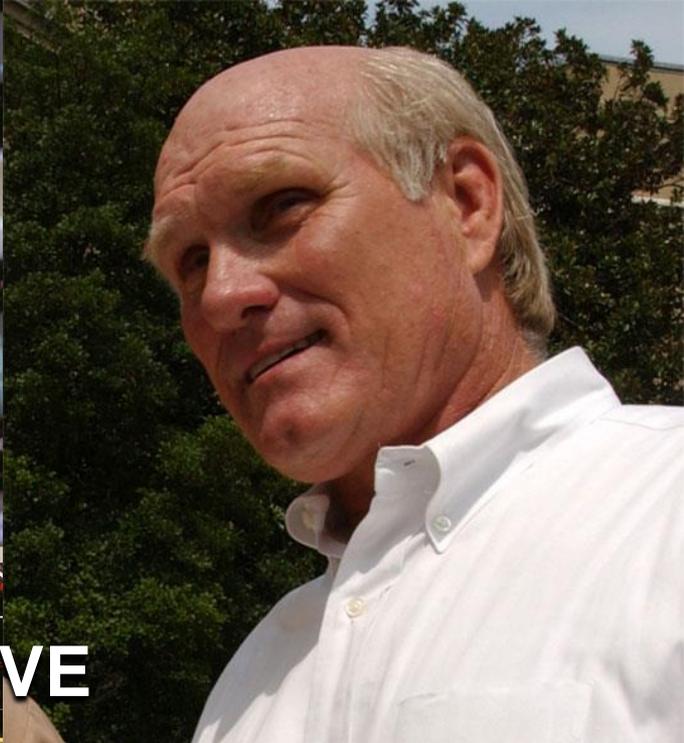
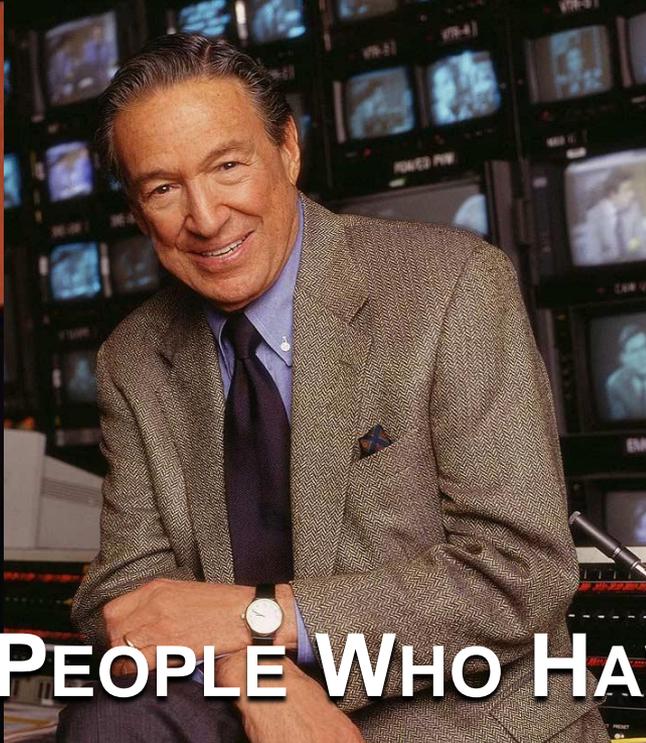
People Who Have Speech Disabilities



People Who Have Speech Disabilities

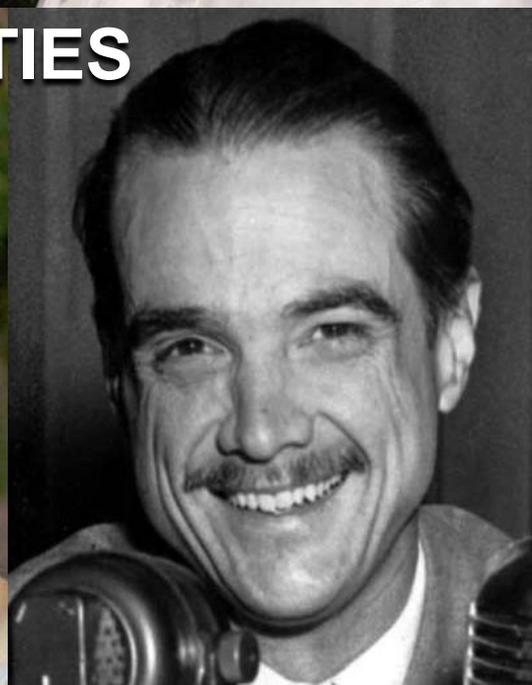
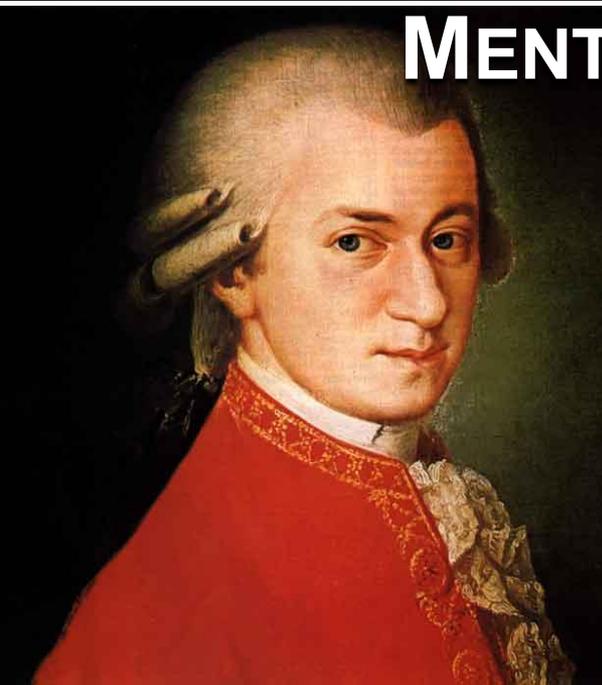
When listening to a person who has speech that is difficult to understand, a person should:

- A. Say he/she doesn't understand.
- B. Pretend to understand to avoid embarrassment.
- C. Try to end the conversation quickly.
- D. Try to finish the statement for the person.



PEOPLE WHO HAVE

MENTAL HEALTH DISABILITIES



People Who Have Mental Health Disabilities



MOOD DISORDERS

DEPRESSION

BIPOLAR DISORDER

SCHIZOPHRENIA

ANXIETY DISORDERS

OBSESSIVE/COMPULSIVE

PHOBIAS

PANIC DISORDERS

POST-TRAUMATIC STRESS DISORDER

People Who Have Mental Health Disabilities

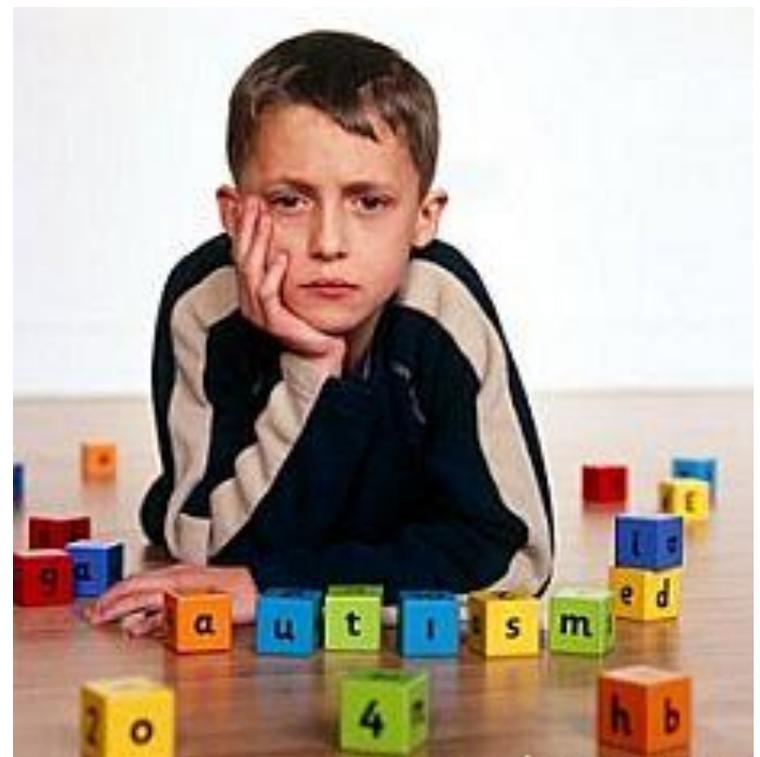
1 in 6 adults and almost 1 in 10 children have a diagnosable mental illness



**STIGMA CAN BE AS GREAT A CHALLENGE AS THE
CONDITION ITSELF**

Other Invisible Disabilities

- Learning Disabilities – 5-20% of adults
- TOURETTE SYNDROME
- ASPERGER'S SYNDROME
- ADHD
- MULTIPLE CHEMICAL SENSITIVITY



SERVICE ANIMALS



Service Animals

Under what circumstances is it permissible to interact with the service animal of a person who has a disability?

Almost Never!

A Final Word



People with Disabilities...

- Are individuals with families, jobs, hobbies, likes and dislikes, problems and joys
- Shouldn't be defined by their disability
- Are not heroes or victims
- Should be treated as individuals

Evaluation Results

- In general did this course help you feel more comfortable about interacting with PWD? Yes = 98%
No = 2%
- Did you learn specific things that will be helpful when communicating with PWD? Yes = 98%
No = 2%
- Did you identify something about your behavior when interacting with PWD that you would like to change? Yes = 60%
No = 40%
- Did you identify a policy or procedure of your place of employment that is in need of changes concerning PWD? Yes = 16%
No = 84%

Before the training, 58% of the participants said they had a fair amount of knowledge or were very knowledgeable about ADA requirements and disability language/etiquette, compared to 94% of the participants after the training. The change in knowledge was statistically significant at $t=9.91$ and $p<.001$.

Policy, Procedure, Physical Changes

- Update service animal policy or we need a service animal policy
- Our front counter is not compatible for people who use wheelchairs
- Our kiosks are too high for some people using wheelchairs as well as most of our counters
- During a public health emergency ensuring that points of dispensing/distribution or POD facilities are accessible
- We need to require this training of all our employees

Questions?

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