

Disability Etiquette



Tips for Interacting with Individuals with Disabilities

A publication of
St. Mary's County Commission for People with Disabilities

23150 Leonard Hall Drive
P.O. Box 653
Leonardtown, MD 20650



Board of Commissioners for St. Mary's County

Francis Jack Russell, President; Kenneth R. Dement, Lawrence D. Jarboe, Thomas A. Mattingly, Sr., Daniel H. Raley



Greenwell Foundation



The Greenwell Foundation provides universally accessible and inclusive programs for people with and without disabilities so they may participate in recreation and leisure programs side by side at Greenwell State Park—the park of possibilities!

Come Play in Our Backyard!

Horseback Riding Programs

Greenwell offers horseback riding lessons year-round, payable on a monthly basis. Riders may begin at any time. Boarding, leasing and half leases available. Special group tours & events available by request.



Camp Greenwell

Week-long summer camps available for kids 5-14. Enjoy hiking, fishing, kayaking, archery, arts and crafts. Low staff ratios, before and after care available.

Nature Time

A new program for young children and families - enjoy hiking the trails, exploring the waterfront, and being outdoors. Themes include "Pirates of the Patuxent," "Turtle Tales," and "A-Maizing Corn." Nature Time meets weekly at 10am. Fee



River Riders

River Riders offers kayak rentals, introductory lessons for all ages, 1/2 day trips, organizational retreats, group outings. Open Fridays—Sundays March through October. Fee

Outdoor Adventure Group

Young adults between the ages of 17 and 25 of all abilities are welcome for fun, food, games, nature walks, etc. Call for more info, dates & times.

Sundays in the Park

Learn more about the Park of Possibilities. Greenwell State Park hosts "Sundays in the Park" in historic Rosedale Manor. Tour the interior of the manor, meet our staff, and find out about all the inclusive programs offered at the park. Held every Sunday from 1pm - 4pm. Free

Call to Schedule: Birthday parties, field trips, and group tours!

Greenwell Foundation at Greenwell State Park
Hollywood, MD 20636
301-373-9775
www.greenwellfoundation.org



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Dear Reader,

This Disability Etiquette Handbook has been prepared by the St. Mary's County Commission for People with Disabilities (CPD). The Commission provides the St. Mary's County Board of Commissioners advice and assistance in the content and administration of compliance measures with regard to the Americans with Disabilities Act, and increases acceptance, awareness and full participation in all aspects of county life as well as the quality of life for persons with disabilities. The responsibilities of the Commission include:

- Assuring local government compliance with the Americans with Disabilities Act and all other federal and state laws and regulations.
- Developing a program of public education to improve attitudes toward persons with disabilities.
- Serving as an official advocate for the disabled to expand educational and employment opportunities; to address housing and transportation needs; to expand participation in recreational, social, religious and cultural activities; and to eliminate barriers at public buildings.

The Commission has developed this handbook to offer basic knowledge of proper and acceptable etiquette when interacting with individuals with disabilities. Our hope is to remove communication barriers and promote understanding and acceptance of individuals with disabilities throughout our community.

Thank you to our sponsors for the handbook: Greenwell Foundation, St. Mary's County Health Department Resource Coordination, Theory in Motion, and The Center for Life Enrichment.

Duplication of the materials contained within this handbook is encouraged with proper acknowledgement given to the St. Mary's County Commission for People with Disabilities.

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Introduction

One in five Americans has a disability. There is a good chance that you interact everyday, perhaps without even knowing it, with somebody who has a disability,. Sometimes people are uncomfortable around people with disabilities because they don't know how to act or what to say. Fear of the unknown and lack of knowledge about how to act can lead to uneasiness when meeting a person who has a disability. This booklet is for anyone— with or without a disability—who wants to interact more effectively with people with disabilities. It is a straightforward orientation to the basic rules of etiquette and language that can lay the foundation for respectful and courteous interaction with people with disabilities.

The Americans with Disabilities Act (ADA) of 1990 was conceived with the goal of integrating people with disabilities into all aspects of American life, particularly the workplace and the marketplace. Sensitivity toward people with disabilities is not only in the spirit of the ADA, it makes good community and business sense.

Practicing disability etiquette is an easy way to make people with disabilities feel welcome. You don't have to feel awkward when dealing with a person who has a disability. This booklet provides some basic tips for you to follow. And if you are ever unsure about what to do or say with a person who has a disability, just ask!

DID YOU KNOW

- There are 21.2 million (8.2 percent) people in the US with a condition limiting basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.
- There are 12.4 million (4.8 percent) people in the US with a physical, mental, or emotional condition causing difficulty in learning, remembering, or concentrating.
- There are 9.3 million people in the US (3.6 percent) with a sensory disability involving sight or hearing.
- There are 6.8 million (2.6 percent) people in the US with a physical, mental, or emotional condition causing difficulty dressing, bathing, or getting around at home.
- There are approximately 4,843,046 people five years old and over with disabilities in Maryland, or 18 percent of our total population.
- There are approximately 11,724 people five years old and over with disabilities in St. Mary's County, or approximately 12 percent of our total population.

[Disability facts based on 2000 U.S Census](#)

General Information

Attitude and Approach

As you meet people with various physical disabilities, you may be apprehensive about how you should behave towards that individual. Every person is different and some will find it easy to work and socialize with such individuals, whereas others will find it difficult adjusting. Always remember that a person with a disability is a person. He or she is like anyone else, except for the special limitations of their disability. People with disabilities prefer that you focus on their **abilities** not their disabilities. Appreciate the person first. Attitudes and behaviors are the most difficult barriers for people with disabilities to overcome.

Honesty

If you do not understand someone because they have difficulty with their speech, or they use some form of communication aid, please do not assume that they do not understand. If you have difficulty understanding them, then admit it, and try to get someone to translate for you. People in such situations will not get upset if you are honest, and in time, you will learn to understand what they are saying.

Hidden Disabilities

Not all disabilities are apparent. A person may have trouble following a conversation, may not respond when you call or wave, or may say or do something that seems inappropriate. The person may have a hidden disability, such as low vision, a seizure disorder, hearing loss, a learning disability, a head injury, mental illness, or a health condition. These are just

a few of the many different types of hidden disabilities. Don't make assumptions about the person or the disability. Be open-minded.

How to Help

- Introduce yourself and offer assistance.
- Don't be offended if your help is not needed.
- Ask how you can help and listen for instructions.
- Be courteous, but NOT condescending.
- Assist individuals with disabilities when necessary or do not discourage their active participation.
- Allow a person DIGNITY to do what he or she wants to do for him or herself.



Be Yourself

Treat people with disabilities with the same respect and consideration that you have for everyone else. Treat the person as an individual, not as a disability. Don't assume that "disability" is all that person can talk about or is interested in. Find a topic of small talk the way you would with anyone. Use a normal voice when extending a verbal welcome. Do not raise your voice unless requested. As in any new situation, everyone will be more comfortable if you relax.

Terminology Tips

People with disabilities are not conditions or diseases. They are individual human beings.

For example, a person is **not** an *epileptic* but rather a *person who has epilepsy*.

First and foremost they are people. Only secondarily do they have one or more disabling conditions. Hence, they prefer to be referred to in print or broadcast media as **People with Disabilities**.

Make reference to the person first, then the disability, i.e., "a person with a disability" rather than a "disabled person." However, the latter is acceptable in the interest of conserving print space or saving announcing time. Use an adjective as a description, not a category or priority, i.e., "the architect in the wheelchair" rather than "the wheelchair architect."

In any story, article, announcement or advertisement, "people with disabilities" should be used either exclusively or, at a minimum, as the initial reference. Subsequent references can use the terms "person with a disability" or "individuals with disabilities" for grammatical or narrative reasons. In conclusion, the appropriate and preferred initial reference is "people with disabilities."

Things to Remember



- Treat people as you would like to be treated yourself.
- Do not show pity for a person in a wheelchair. It makes them feel demoralized.
- People with disabilities are NOT alike and have a wide variety of skills and personalities. We are all individuals.
- Most people with disabilities are not sick, incompetent, dependent, unintelligent or contagious.
- **Emphasize the person**, not the disability
- Treat adults as adults. Don't patronize or *talk down to* people with disabilities.
- Be patient and give your undivided attention, especially with someone who speaks slowly or with great effort.
- **People are not conditions** so don't label them with the name of the condition or as part of a disability group. We don't say "the cancerous," nor should we say "the blind."
- Remember, most people with disabilities do want to serve as well as be served and enjoy assisting others.
- Be considerate of the extra time it may take a person with a disability to get some things done.
- Be aware that there are many people with **hidden disabilities** that are not apparent. Just because you cannot see a disability does not mean it doesn't exist.

Barriers to community inclusion for individuals with disabilities

Attitudinal- barriers have been defined as a way of thinking or feeling resulting in behavior that limits the potential of people with disabilities. Often it is not the disability, but rather the attitudes of the general public and those providing recreation services (public or private) that limit activities of people with disabilities.

What are Attitudinal Barriers?

- * Avoidance
- * Fear
- * Stereotyping
- * Discrimination
- * Insensitivity
- * Discomfort

Programmatic- accessibility can be achieved by a number of methods. Providing communication aides such as assistive listening devices, TTY's, and sign language interpreters, support staff, adapted equipment, and making registration available by phone, or providing services at an alternative accessible site are all methods of programmatic access.

What are Programmatic Barriers?

- * Communication barriers
- * Programs in inaccessible buildings
- * Registration not available by phone
- * Visiting field trip sites that are inaccessible
- * Activities that fail to utilize all senses
- * Information not available in different formats

Architectural- Physical accessibility is a critical issue in providing services/programs for individuals with disabilities, especially those with mobility impairments (i.e. uses of wheelchairs, walkers, canes, etc.) In offering a physical program/service, be aware of physical barriers that may create a barrier to participation in a program.

What are Architectural Barriers?

- * Curbs
- * Stairs
- * Narrow Doorways
- * Heavy Doors
- * Parking
- * Counter, shelves,
- * water fountains,
- * telephones that are too high

Person First Language Chart

<p>The following words have strong negative connotations:</p> <p><u>Do Not Use:</u></p>	<p>The following words are more affirmative and reflect a more positive attitude:</p> <p><u>Words with Dignity</u></p>	
<ul style="list-style-type: none"> • handicap • the handicapped • crippled with • victim • spastic • patient (except in hospital) • invalid • paralytic • stricken with 	<ul style="list-style-type: none"> • physically disabled • person with a disability • person who has multiple sclerosis • person who has muscular dystrophy • paraplegic (person with limited or no use of lower limbs) • quadriplegic (person with limited or no use of all four limbs) • person who has cerebral palsy 	<ul style="list-style-type: none"> • person who had polio • person with mental retardation • person with mental disability • person who is blind • person who has a speech impairment • person with a learning disability
<p><u>Do Not Use:</u></p>	<p><u>Words with Dignity:</u></p>	
<ul style="list-style-type: none"> • birth defect • inflicted • afflicted/afflicted by • deformed/deformed by • incapacitated • poor • unfortunate 	<ul style="list-style-type: none"> • caused by "_____" • disabled since birth • born with "_____" <div data-bbox="1198 1472 1458 1675" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>People First Language - It's all about respect and dignity, not political correctness!</p> </div>	

<u>Do Not Use:</u>	<u>Words with Dignity:</u>
<ul style="list-style-type: none"> • deaf and dumb • deaf mute 	<ul style="list-style-type: none"> • deaf person • pre-lingually (deaf at birth) deaf • post-lingually (deaf after birth) deaf • deaf/profoundly deaf (no hearing capability) • hearing-impaired (some hearing capability)
<ul style="list-style-type: none"> • confined to a wheelchair • restricted to a wheelchair • wheelchair bound 	<ul style="list-style-type: none"> • person in a wheelchair • person who uses a wheelchair • person who walks with crutches <p>Explanation: Crutches, walkers, and wheelchairs are mobility aids. Without the use of these mobility aids, the person is restricted from participation in their community.</p>
normal (acceptable only for quoting statistics)	Non-disabled (referring to non-disabled persons as normal insinuates that disabled persons are abnormal)

**Attitudes
are the Real
Disability**

Top Ten Rules for Communicating with People with Disabilities

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. For those who cannot shake hands, touch the person on the shoulder or arm to welcome and acknowledge their presence.
3. When meeting a person with a visual impairment, always identify yourself and others who may be with you.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending that same familiarity to all others present.
6. Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is generally considered annoying.

7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person.

8. When speaking with a person in a wheelchair, place yourself at eye level in front of the person to facilitate the conversation.

9. To get the attention of a person who is hearing impaired, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly and expressively to establish if the person can read your lips.

- 10 Relax. Don't be embarrassed if you happen to use accepted, common expressions, such as, "See you later," or "Did you hear about this" that seem to relate to the person's disability. Anyone can make mistakes. Offer an apology if you forget some courtesy. Keep a sense of humor and a willingness to communicate.

General Rules of Etiquette for Communicating with Persons with Specific Disabilities

Hearing Impairments



- Let the person take the lead in establishing the communication mode, such as lip-reading, sign language, or writing notes.
- Face the person when you are speaking.
- Don't chew gum, smoke, bite a pencil, or cover your mouth while talking - it makes speech difficult to understand!
- Rephrase sentences or substitute words rather than repeat yourself again and again.
- Speak clearly and at a normal voice level.
- Communicate in writing, if necessary.
- Move away from noisy areas or the source of noise - loud air conditioning, loud music, TV and radio.
- Don't stand with bright light (window, sun) behind you - glare makes it difficult to see your face.
- Get the hearing-impaired person's attention and face in full view *before* talking.



Visual Impairments

- When greeting the person, identify yourself and introduce others who may be present.

- Be descriptive. You may have to help orient people with visual impairments and let them know what's coming up. If they are walking, tell them if they have to step up or step down, let them know if the door is to their right or left, and warn them of possible hazards.
- You don't have to speak loudly to people with visual impairments. Most of them can hear just fine.
- Offer to read written information for a person with a visual impairment, when appropriate.
- If you are asked to guide a person with a visual impairment, offer your arm instead of grabbing hers.
- Don't leave the person without excusing yourself first.
- Don't pet or distract a guide dog. The dog is responsible for its owner's safety and is always working. It is not a pet.



Speech Impairments

- Listen patiently. Don't complete sentences for the person unless he looks to you for help.
- Don't pretend you understand what a person with a speech disability says just to be polite.
- Ask the person to write down a word if you're not sure what she is saying.
- Be prepared for various devices or techniques used to enhance or augment speech. Don't be afraid to communicate with someone who uses an alphabet board or a computer with synthesized speech.



Mobility Impairments

- Try sitting or crouching down to the approximate height of people in wheelchairs or scooters when you talk to them.
- Don't lean on a person's wheelchair unless you have his permission - it's his personal space.
- Be aware of what is accessible and not accessible to people in wheelchairs.
- Give a push only when asked.

Cognitive Disability

- Use very clear, specific language.
- Be patient. Allow the person time to tell or show you what he or she wants.
- Condense lengthy directions into steps.
- Use short, concise instructions.
- Present verbal information at a relatively slow pace, with appropriate pauses for processing time and with repetition if necessary.
- Provide cues to help with transitions (e.g. "In five minutes we'll be going to lunch.")
- Reinforce information with pictures or other visual images.
- Use modeling, rehearsing, and role-playing.
- Use concrete rather than abstract language.
- Limit the use of sarcasm or subtle humor.
- If you are not sure what to do or say, just ask the person what he/she needs.

KIDS WHO ARE DIFFERENT

Here's to the kids who are different,
Kids who don't always get A's
The kids who have ears
Twice the size of their peers,
And noses that go on for days,
Here's to the kids who are different,
Kids they call crazy or dumb,
The kids who don't fit,
With the guts and the grit,
To dance to a different drum,
Here's to the kids who are different,
For when they have grown,
As history's shown,
It's their difference that make them unique.

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University of New Mexico
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Wheelchair Etiquette

(As written by Disability Awareness, The Rehabilitation Center,
Ottawa Ontario - (613)739-5324)

- Always ask the person using the wheelchair if he or she would like assistance **BEFORE** you help. It may not be needed or wanted.
- Don't hang or lean on a person's wheelchair because it is part of that person's personal body space.
- Speak directly to the person in the wheelchair, not to someone nearby as if the person in the wheelchair did not exist.
- If conversation lasts more than a few minutes, consider sitting down or kneeling to get yourself on the same level.
- Don't demand or patronize the person by patting them on the head.
- Give clear directions, including distance, weather conditions and physical obstacles that may hinder the person's travel.
- Don't classify persons who use wheelchairs as sick. Wheelchairs are used for a variety of non-contagious disabilities.
- When a person using a wheelchair "transfers" out of the wheelchair to a chair, toilet, car or bed, do not move the wheelchair out of reaching distance.
- Be aware of the person's capabilities. Some users can walk with aid and use wheelchairs to save energy and move quickly.

- It is okay to use terms like "running along" when speaking to a person who uses a wheelchair. The person is likely to express things the same way.
- Don't discourage children from asking questions about the wheelchair.
- Don't assume that using a wheelchair is in itself a tragedy. It is a means of freedom that allows the person to move about independently.

Becoming aware of our own perceptions, stereotypes and discomforts around particular disabilities is the first step towards addressing subtle biases that could possibly be projected onto individuals with disabilities. Our own beliefs and comfort level around disability has a major impact on how we view, interact and provide service and programs to individuals with disabilities.

Service Animals



Background

Over 12,000 people with disabilities use the aid of service animals. Although the most familiar types of service animals are guide dogs used by people who are blind, service animals are assisting persons who have other disabilities as well. Many disabling conditions are invisible. Therefore, every person who is accompanied by a service animal may or may not "look" disabled. A service animal is NOT required to have any special certification.

What is a Service Animal?

A service animal is **NOT** a pet!

From the Americans with Disabilities Act of 1990 (ADA)

A service animal is any animal that has been individually trained to provide assistance or perform tasks for the benefit of a person with a physical or mental disability which substantially limits one or more major life functions.

Service Dog Etiquette

- Do not touch the Service Animal, or the person it assists, without permission.
- Do not make noises at the Service Animal, it may distract the animal from doing its job.
- Do not feed the Service Animal, it may disrupt his/her schedule.
- Do not be offended if the person does not feel like discussing his/her disability or the assistance the Service Animal provides. Not everyone wants to be a walking-talking "show and tell" exhibit.



Welcome to Holland

By Emily Perl Kingsley

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I am often asked to describe the experience of raising a child with a disability to try to help people who have not shared that unique experience to understand it, to imagine how it would feel.

It's like this...

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy.

You buy a bunch of guide books and make your wonderful plans.

The Coliseum. The Michelangelo David. The Gondolas in Venice.

You may learn some handy phrases in Italian.

It's all very exciting.

After months of eager anticipation, the day finally arrives.

You pack your bags and off you go.

Several hours later, the plane lands. The stewardess comes in and says:

"Welcome to Holland"

HOLLAND???

 you say. What do you mean, Holland? I signed up for Italy!

I'm supposed to be in Italy. All my life I've dreamed of going to Italy.

But there's been a change in the flight plan. They've landed in Holland, and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guidebooks. And you must learn a whole new language.

And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower paced than Italy, less flashy than Italy.

But after you've been there for awhile, and you catch your breath, you look around...

and you begin to notice that Holland has windmills... and Holland has tulips,

Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they are bragging about what a wonderful time they had there.

And for the rest of your life, you will say,

'Yes, that's where I was supposed to go. That's what I had planned.'

And the pain of that will never, ever, ever go away, because the loss of that dream is a very significant loss.

But... if you spend your life mourning the fact that you didn't go to Italy, you may never be free to enjoy the very special, the very lovely things... about Holland.

DEFINITIONS

The following are commonly used terms when discussing disabilities.

Disability: General term for a limitation; physical, mental or sensory. A disability is not necessarily a handicap which limits normal life activity.

Non-disabled: Person without disabilities. Don't use "normal," "able-bodied," or "healthy." People with disabilities can also be "normal," "able-bodied," or "healthy."

Blind: Loss of vision.

Visually Impaired: A generic term referring to all degrees of vision loss.

Congenital or Birth Disability: A disability which has existed since birth, but is not necessarily hereditary. Do not use "birth defect."

Deaf: A profound hearing loss.

Hearing Impaired: A generic term referring to any degree of hearing loss.

Developmental Disability: A significant mental or physical impairment which onsets before age 22 and usually requires lifelong services.

Learning Disability: A permanent condition which affects the way a person with average or above average intelligence learns and processes information.

Mental Retardation: Having significantly below average intellectual functioning, and at the same time needing help with at least two basic life skills.

Mental Illness: A condition caused by a neurobiological disruption in the brain. It affects mood, thoughts and appetites.

Mental Disability: All forms of mental illness, severe emotional disorder or mental retardation.

Seizure: An involuntary muscular contraction, a brief impairment or loss of consciousness as the result of a neurological condition. A **convulsion** is a seizure involving contraction of the entire body.

Small Stature: Correct term for very small people.

Spastic: Describes a muscle with sudden abnormal and involuntary spasms. Muscles are spastic, not people.

Speech Disorder: A condition where a person has limited ability to communicate through speech. **Without speech** describes someone with no verbal speech capacity. Do not use "mute."

Spinal Cord Injury: Permanent damage to the spinal cord. **Quadriplegia** describes substantial or total loss of function in all four limbs. **Paraplegia** refers to substantial or total loss of function in the lower part of the body.



REFERENCES

St. Mary's County ADA Policy

It is the policy of the Board of County Commissioners for St. Mary's County, Maryland (BOCC) to ensure that, when viewed in their entirety, St. Mary's County Government services, programs, facilities, and communications are readily accessible and usable by qualified individuals with disabilities to the maximum extent possible. St. Mary's County Government is an equal opportunity employer, and no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in the employment, recruitment, or hiring practices of St. Mary's County Government.

In compliance with the Americans with Disabilities Act of 1990 (ADA), no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of St. Mary's County Government, or be subjected to discrimination in the provision of such services.

The BOCC has an ADA Coordinator to ensure the coordination of St. Mary's County's compliance with the ADA, including the investigation of any complaint alleging disability-based discrimination or lack of equal accessibility to county services, programs, or facilities.



ADA Coordinator Contact Information:

Christina Bishop, ADA Coordinator/Therapeutic Recreation Specialist
Department of Recreation, Parks and Community Services/St. Mary's County Government
23150 Leonard Hall Dr. P.O. Box 653, Leonardtown MD 20650
Telephone 301-475-4200 ext 1802 Fax 301-475-4108
Email christina.bishop@co.saint-marys.md.us

For more information visit the ADA website

<http://www.co.saint-marys.md.us/AmericanDisabilities/adatemplate.asp?content=indexcontent.asp>

AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)



TYPE/PURPOSE--A civil rights law to prohibit discrimination solely on the basis of disability in employment, public services, and accommodations.

WHO IS PROTECTED?--Any individual with a disability who: (1) has a physical or mental impairment that substantially limits one or more life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Further, the person must be qualified for the program, service, or job.

The ADA has the following five titles:

- 1. Employment (Title I)** Business must provide reasonable accommodations to protect the rights of individuals with disabilities in all aspects of employment. Possible changes may include restructuring jobs, altering the layout of workstations, or modifying equipment. Employment aspects may include the application process, hiring, wages, benefits, and all other aspects of employment. Medical examinations are highly regulated.
- 2. Public Services (Title II)** Public services, which include state and local government instrumentalities, the National Railroad Passenger Corporation, and other commuter authorities, cannot deny services to people with disabilities, participation in programs or activities which are available to people without disabilities. In addition, public transportation systems, such as public transit buses, must be accessible to individuals with disabilities.
- 3. Public Accommodations (Title III)** All new construction and modifications must be accessible to individuals with disabilities. For existing facilities, barriers to services must be removed if readily achievable. Public accommodations include facilities such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.
- 4. Telecommunications (Title IV)** Telecommunications companies offering telephone service to the general public must have telephone relay service to individuals who use telecommunication devices for the deaf (TTYs) or similar devices.
- 5. Miscellaneous (Title V)** Includes a provision prohibiting either (a) coercing or threatening or (b) retaliating against the disabled or those attempting to aid people with disabilities in asserting their rights under the ADA.

While the employment provisions of the ADA apply to employers of fifteen employees or more, its public accommodations provisions apply to all sizes of business, regardless of number of employees. State and local governments are covered regardless of size.

MARYLAND STATE RESOURCES

[Maryland Department of Disabilities](#)

217 E. Redwood St.,
Baltimore, Maryland 21202
410.767.3660 voice/tty
1.800.637.4113 voice/tty

[Maryland Developmental Disabilities Administration](#)

201 W. Preston Street, 4th Floor,
Baltimore, Maryland 21201
Telephone: (410)767-5600
FAX: (410)767-5850
Toll Free: 1-877-4MD-DHMH
TDD Line: 1-800-735-2258

[Maryland Developmental Disabilities Council](#)

217 E. Redwood Street Suite 1300
Baltimore, MD 21202
Tel: [410]-767-3670
[800]-305-6441 (within MD)
Fax: [410]-333-3686

[DBTAC - Mid-Atlantic ADA Center](#)

TransCen, Inc.
451 Hungerford Drive, Suite 700
Rockville, MD 20850
(301) 217-0124 (V/TTY)
(301) 217-0754 (Fax)
adainfo@transcen.org
www.adainfo.org



FEDERAL RESOURCES

[Department of Justice ADA Homepage](#)

U.S. Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section - NYA
Washington, DC 20530
Fax Number (202) 307-1198
800-514-0301 (voice)
800-514-0383 (TTY)

[Equal Employment Opportunity Commission \(EEOC\)](#)

1801 L Street, N.W.
Washington, D.C. 20507
Phone: 1-800-669-4000
TTY: (202) 663-4494
Email: info@ask.eeoc.gov

[Federal Transit Administration](#)

1200 New Jersey Ave. SE
4th & 5th Floors - East Building
Washington, DC 20590
Office of Communications and
Congressional Affairs (202) 366-4043
FTA.ADAAssistance@dot.gov.
TTY: 800-877-8339
Voice/Hearing: 866-377-8642
Speech to Speech: 866-377-8642

[United States Access Board](#)

1331 F Street, NW, Suite 1000
Washington, DC 20004-1111
(202) 272-0080 (v)
(202) 272-0082 (TTY)
(202) 272-0081 (fax)

[United States Department of Education](#)

400 Maryland Avenue, SW
Washington, DC 20202
1-800-USA-LEARN (1-800-872-5327)
TTY 1-800-437-0833

[US Department of Health and Human Services Office for Civil Rights](#)

(800) 368-1019
Office for Civil Rights
Dept. of Health and Human Services
200 Independence Avenue, S.W.
Room 509F, HHH Building
Washington, D.C. 20201
For the hearing impaired, please contact
TDD line: (800) 537-7697

[US Department of Labor, Civil Rights Center](#)

Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210
1-866-4-USA-DOL
TTY: 1-877-889-5627

[US Dept. of Housing and Urban Development](#)

451 7th Street S.W., Washington, DC
20410
202) 708-1112 TTY: (202) 708-1455

[Federal Communications Commission](#)

445 12th Street SW
Washington, DC 20554
TTY: 1-888-835-5322
Phone: 1-888-225-5322
Fax: 1-866-418-0232
Email: fccinfo@fcc.gov

[Office of the Deaf and Hard of Hearing](#)

217 E. Redwood Street, Suite 1300,
Baltimore, MD 21202
410-767-7756 TTY
410-767-6290 Voice
1-800-735-2258 (Maryland Relay)

"High Hopes for Everyone" Disability Awareness & Kite Flying Day



The St. Mary's County a Commission for People with Disabilities each year in March hosts the High Hopes for Everyone, Disability Awareness Day event. This annual indoor/outdoor event held at Leonard Hall Recreation Center on Leonard Hall Drive, is a wonderful celebration of awareness which highlights March as Disability Awareness month. Numerous St. Mary's County agencies and service providers come to provide information about what they can do for you and your loved one with a disability. Awareness activities are provided to simulate what it is like to have a disability. The first 300 individuals to participate in an awareness activity receive a free kite and all individuals that participate are entered into the door prize drawings.

**For event information
check out**

**www.co.saint-marys.md.us/recreate/specialevents.asp
OR call 301-475-4200 x1800**





A Final Word

PEOPLE WITH DISABILITIES are individuals with families, jobs, hobbies, likes and dislikes, and problems and joys. While the disability is an integral part of who they are, it alone does not define them. Don't make them into disability heroes or victims. Treat them as individuals.



Resource Coordination Program

Helping Individuals with Developmental Disabilities

WHAT WE DO:

- Provide community resources information to individuals with developmental disabilities and their families and help them obtain available services and programs
- Assist individuals apply for services with Developmental Disabilities Administration (DDA)
- Provide individualized case management and coordination of services for eligible individuals

St. Mary's County Health Department

21580 Peabody Street Leonardtown MD 20650

Phone: 301-475-9427 Fax 301-475-4350

Email: healthdept@smhd.com Website :www.smchd.org



Resource Coordinators are the gateway to services with DDA.

**YOGA
YOGA
YOGA**
(For Kids)



**Tai Chi (Taiji)
& Chi Kung**

(For grown ups)

Tai chi, also known as daoist yoga, has been practiced in China for millenia. Regular practice has been demonstrated to improve your flexibility, balance, and stamina, all while creating a greater awareness of your own internal landscape. (Hills and valleys included!)

Qigong (pron- chee' gung) is at the core of tai chi, as well as the Chinese martial and healing arts. Its premise is that health is maintained by promoting the free and unobstructed flow of qi through the human body. Qi is considered the life force that exist in all living things, and it is thought that the obstruction of this energy flow contributes to the incidence of disease and illness.

National Institute of Health studies have shown that tai chi practice has demonstrated potential for lowering blood pressure, restoring balance in the elderly, and promoting an overall sense of relaxation and calm for those in recovery.

For everyone, tai chi brings re-discovery what it's like to be a whole human being, with the heart and mind together in movement towards a healthier Self.

Therapeutic yoga for special needs is a holistic therapy approach for children of all ages. Yoga sessions are designed to integrate the whole child in terms of their mind/body connections. Therapeutic sessions are tailored to meet the needs and unique abilities of each child. A typical program is likely to include assisted stretches, restorative poses, midline movements, and other developmentally appropriate poses.


Some notable benefits of special needs yoga are:

- >Increases attention, focus, and concentration
- >Builds self esteem confidence
- >Develops strong muscle
- >Improves muscle tone
- >Helps children to calm their bodies
- >Improves respiratory function
- >Fosters language and interpersonal relationships
- >Improves motor skills
- >Offers tools to be taken into the world and used in various situations



**THERAPEUTIC YOGA AND SPEECH THERAPY
FOR CHILDREN. (TAI CHI AND CHI KUNG
FOR THOSE WHO CARE FOR THEM)**

**Kathy Therrien, MS/CCC, SLP, RYT
Russell Therrien, MQT, CHP, RYT**



Theory-In Motion
301-481-3390

10025 HG Trueman Road, Suite 105
Lusby, MD 20657

0.3 mi. N Calvert Cliffs State Park

DIRECT ALL CORRESPONDENCE TO:
45040 MILLSTONE LANE
HOLLYWOOD, MD 20636

www.theory-in-motion.com



At the Center for Life Enrichment, our mission is “to provide programs and support services that will increase the vocational and personal potential of individuals with disabilities.” Our goal is to provide these services in an individualized manner for each of the individuals we support, helping to improve the quality of life in the form of increased independence, integration into the workforce and the opportunity for social interaction with others.

Our Support Services include:

Training & Support for Daily Living
Family & Individual Support
Recreational & Socialization Activities
Planned Community Based Activities
Vocational Services
Work Adjustment Training
Non-Supported Job Coaching
Supported Employment
Transportation

We have a compassionate, dedicated and highly trained staff that interacts with each of the individuals we support. We also retain the consultative services of a licensed nurse and psychologist and provide programs in speech, physical and occupational therapy.

You can help support us by making tax deductible donations of vehicles, boats or items to our Vintage Value Stores.

TCLE is a United Way Agency (St. Mary’s County United Way Campaign use # 4142, the Combined Federal Campaign use # 5842.)

Serving the Southern Maryland, Tri-County Area.
TCLE, P.O. Box 610, 25089 Three Notch Road, Hollywood, MD 20636
Email: contact@tcle.org, Phone: 301-373-8100, Web: www.tcle.org