

Principles and Practice of Assistive Technology

Lab 01

September 7, 2011

Agenda

- Introductions
- Course Survey
- Disability Etiquette
 - Preamble
 - Quiz
 - Video: “The Ten Commandments”
 - Discussion

Communication Etiquette

- Communicating/interacting **with** people who have a disability
- Communicating **about** people who have a disability

Preamble

- Safe space for open discussion
 - Be respectful of others
 - People have different experiences and backgrounds with disability and assistive technology
 - Don't be afraid to ask questions or voice your thoughts!
- “Answers” are not always clear-cut

Quiz

- “Dotmocracy”
 - 10 different sheets of paper with statements about disability etiquette
 - Rate from “strong agreement” to “strong disagreement” – fill in a dot
 - Write comments underneath the survey

Write one idea here in large letters:

If someone cannot shake hands with their right hand, it is acceptable to shake left hands.

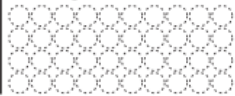
Signatures

Do you agree?

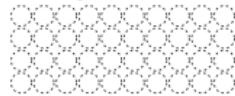
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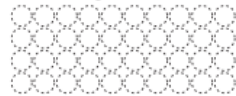
Strong Agreement



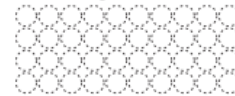
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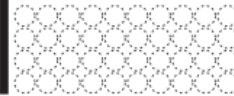
Disagreement



Strong Disagreement



Confusion



Horizontal dashed lines for writing responses under the Agreement and Strong Agreement categories.

Horizontal dashed lines for writing responses under the Disagreement and Strong Disagreement categories.

Vertical dotted lines for writing signatures.

Video

- “The 10 Commandments of Communicating With People With Disabilities”
- 26 minutes, 1994 hairstyles

Video

- “The 10 Commandments of Communicating With People With Disabilities”
- 26 minutes, 1994 hairstyles

Video Discussion

- What were your impressions?
- Was there any part of the video you disagreed with?

Video Assisitive Technologies

- Closed captioning
- Video description

Quiz Answers

- “Etiquette for Communicating with People with Disabilities” brochure from MIT Student Disability Services

Write one idea here in large letters:

When introduced, you should offer to shake hands with someone who has limited hand use or an artificial limb.

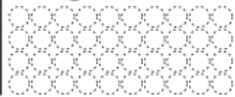
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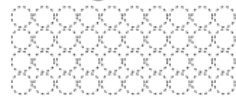
Strong Agreement



Agreement



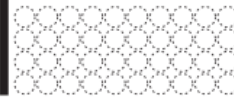
Disagreement



Strong Disagreement



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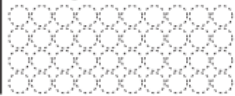
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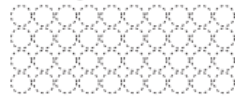
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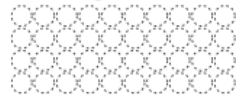
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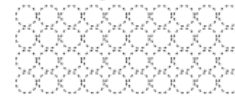
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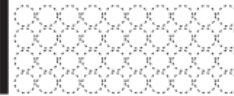
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Write one idea here in large letters:

When meeting someone who is blind, always identify yourself and others who may be with you orally (e.g. "Hey, it's Alex.")

Signatures

Do you agree?

Fill your one dot below & sign on the right:



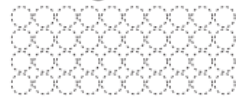
Strong Agreement



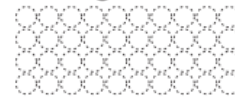
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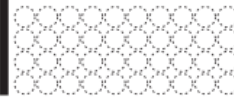
Disagreement



Strong Disagreement



Confusion



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Write one idea here in large letters:

If a person is assisted by a companion or sign language interpreter, you should speak to his or her assistant first.

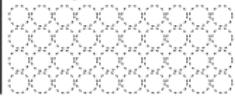
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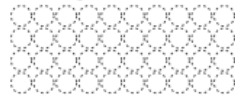
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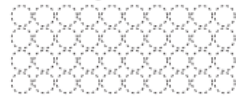
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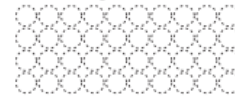
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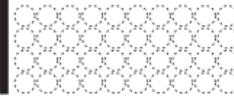
Disagreement



Strong Disagreement



Confusion



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Write one idea here in large letters:

When dining with a friend who is blind or has low vision, offer to read the menu and ask if you can describe what is on his or her plate.

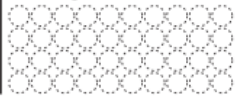
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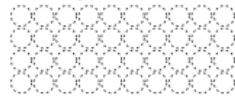
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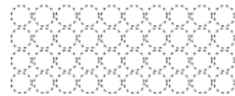
Strong Agreement



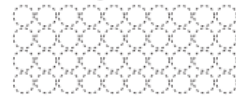
Agreement



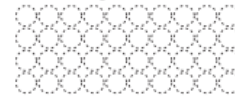
Neutral



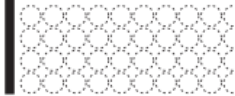
Disagreement



Strong Disagreement



Confusion



Horizontal dashed lines for writing responses under the Agreement and Neutral categories.

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Vertical dotted lines for writing signatures.

Write one idea here in large letters:

It is polite to offer assistance to someone with a disability without being asked.

Signatures

Do you agree?

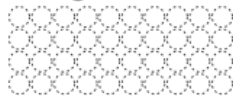
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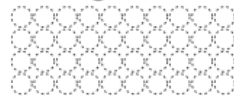
Strong Agreement



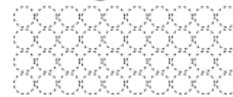
Agreement



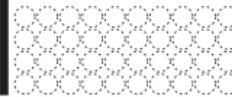
Disagreement



Strong Disagreement



Confusion



Handwriting practice lines for the Agreement and Strong Agreement sections.

Handwriting practice lines for the Disagreement and Strong Disagreement sections.

Handwriting practice lines for the Signatures section.

Write one idea here in large letters:

Wheelchair users consider their wheelchair as part of their personal space.

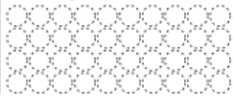
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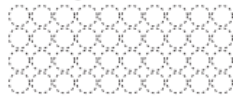
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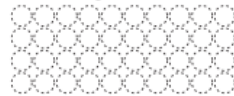
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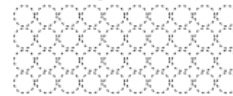
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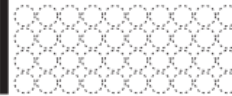
Disagreement



Strong Disagreement



Confusion



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Write one idea here in large letters:

You should not use terms like "see you later" or "did you hear about this?" to someone who has a vision or hearing disability.

Signatures

Do you agree?

Fill your one dot below & sign on the right:



Strong Agreement



Agreement



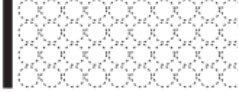
Disagreement



Strong Disagreement



Confusion



Handwriting practice lines for the Agreement section, consisting of 10 horizontal dashed lines.

Handwriting practice lines for the Disagreement and Strong Disagreement sections, consisting of 10 horizontal dashed lines.

Handwriting practice lines for the Signatures section, consisting of 10 horizontal dashed lines.

Write one idea here in large letters:

If you are having difficulty understanding someone, just pretend that you understand them and keep the conversation flowing.

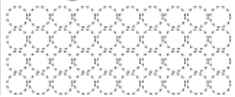
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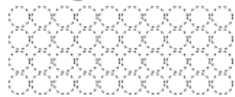
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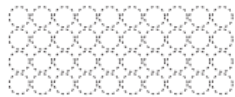
Strong Agreement



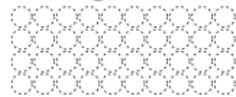
Agreement



Neutral



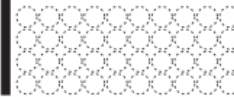
Disagreement



Strong Disagreement



Confusion



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Write one idea here in large letters:

When leading a blind person, offer him or her your arm so that the person can more easily follow where you are going.

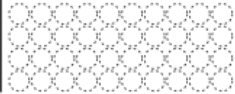
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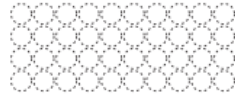
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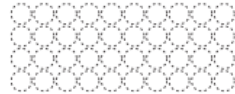
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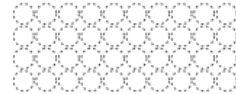
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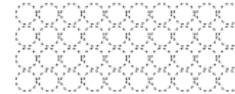
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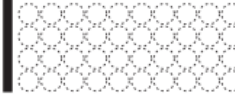
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Vertical dashed lines for writing signatures.

Write one idea here in large letters:

You should always use "people-first" language, like "person with a disability" or "person living with a hearing impairment", instead of "disabled person", "paralyzed person", or "blind person."

Signatures

Do you agree?

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Strong Agreement



Agreement



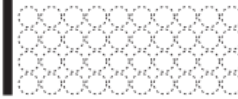
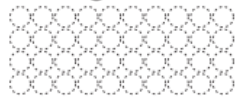
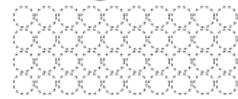
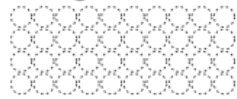
Disagreement



Strong Disagreement



Confusion



Handwriting practice lines for the Agreement section.

Handwriting practice lines for the Disagreement and Strong Disagreement sections.

Handwriting practice lines for the Signatures section.

People-First Language

- Reading from Texas Council on Developmental Disabilities

SAY:

People with disabilities.

He has a cognitive disability/diagnosis.

She has autism (or a diagnosis of...).

He has Down syndrome (or a diagnosis of...).

She has a learning disability (diagnosis).

He has a physical disability (diagnosis).

She's of short stature/she's a little person.

He has a mental health condition/diagnosis.

She uses a wheelchair/mobility chair.

He receives special ed services.

She has a developmental delay.

Children without disabilities.

Communicates with her eyes/device/etc.

Customer

Congenital disability

Brain injury

Accessible parking, hotel room, etc.

She needs... or she uses...

INSTEAD OF:

The handicapped or disabled.

He's mentally retarded.

She's autistic.

He's Down's; a mongoloid.

She's learning disabled.

He's a quadriplegic/is crippled.

She's a dwarf/midget.

He's emotionally disturbed/mentally ill.

She's confined to/is wheelchair bound.

He's in special ed.

She's developmentally delayed.

Normal or healthy kids.

Is non-verbal.

Client, consumer, recipient, etc.

Birth defect

Brain damaged

Handicapped parking, hotel room, etc.

She has problems with...has special needs.

National Federation of the Blind (1993)

WHEREAS, the word “blind” accurately and clearly describes the condition of being unable to see, as well as the condition of having such limited eyesight that alternative techniques are required to do efficiently the ordinary tasks of daily living that are performed visually by those having good eyesight; and

WHEREAS, there is increasing pressure in certain circles to use a variety of euphemisms in referring to blindness or blind persons—euphemisms such as “hard of seeing,” “visually challenged,” “sightless,” “visually impaired,” “people with blindness,” “people who are blind,” and the like; and

WHEREAS, a differentiation must be made among these euphemisms: some (such as “hard of seeing,” “visually challenged,” and “people with blindness”) being totally unacceptable and deserving only ridicule because of their strained and ludicrous attempt to avoid such straightforward, respectable words as “blindness,” “blind,” “the blind,” “blind person,” or “blind persons;” others (such as “visually impaired,” and “visually limited”) being undesirable when used to avoid the word “blind” and acceptable only to the extent that they are reasonably employed to distinguish between those having a certain amount of eyesight and those having none; still others (such as “sightless”) being awkward and serving no useful purpose; and still others (such as “people who are blind” or “persons who are blind”) being harmless and not objectionable when used in occasional and ordinary speech but being totally unacceptable and pernicious when used as a form of political correctness to imply that the word “person” must invariably precede the word “blind” to emphasize the fact that a blind person is first and foremost a person; and

National Federation of the Blind (1993)

WHEREAS, this euphemism concerning people or persons who are blind--when used in its recent trendy, politically correct form--does the exact opposite of what it purports to do since it is overly defensive, implies shame instead of true equality, and portrays the blind as touchy and belligerent; and

WHEREAS, just as an intelligent person is willing to be so designated and does not insist upon being called “a person who is intelligent” and a group of bankers are happy to be called bankers and have no concern that they be referred to as persons who are in the banking business, so it is with the blind—the only difference being that some people (blind and sighted alike) continue to cling to the outmoded notion that blindness (along with everything associated with it) connotes inferiority and lack of status; now, therefore,

BE IT RESOLVED by the National Federation of the Blind in Convention assembled in the city of Dallas, Texas, this 9th day of July, 1993, that the following statement of policy be adopted:

We believe that it is respectable to be blind, and although we have no particular pride in the fact of our blindness, neither do we have any shame in it. To the extent that euphemisms are used to convey any other concept or image, we deplore such use. We can make our own way in the world on equal terms with others, and we intend to do it.

Questions for Discussion

Questions for Discussion

- How much does language matter?
- What are the issues and problems with
- Are there differences in language usage from one disability to the next?
- How might attitudes and vocabulary change in the next 10 years? In the next 100 years?

Language Usage

- Disability as identity: “Deaf culture”
- Terminology at partner organizations:
 - “resident” instead of “patient”
 - “dining room” instead of “cafeteria”
- “Disabled” versus “differently abled”; “able-bodied” versus “temporarily able”