RESOURCES FOR PATRONS WITH DISABILITIES

In the Library and In the Clinic

3 MLA CE Credits
GHSLA Spring Meeting

March 11, 2019
Madison, GA
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Shepherd Center is a private, not-for-profit hospital specializing in medical treatment, research, and rehabilitation for people with spinal cord injury, brain injury, multiple sclerosis, spine and chronic pain, and other neuromuscular conditions.

Christine provides research assistance to clinicians as well as consumer health information for patients and families. Her research interests include health literacy, library services for people with disabilities, and teaching clinicians how to access and evaluate evidence-based research to be applied in their practice.

She is on the Advisory Board of the Georgia Audible Universal Information Access Service. Christine is involved with the Georgia Alliance for Health Literacy and the Georgia Health Sciences Library Association. She is the current Editor of MLAConnect.

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Disabilities present in a variety of ways and affect many people who seek healthcare services, including those of the library.

This course will address how librarians in academic and hospital settings can create welcoming environments and give tips for clear communication with people with disabilities.

Resources will be shared that can be included on a website or in a print collection.

Librarians, and in turn the clinicians they work with, will understand how to better serve and interact with people with disabilities and become more comfortable in addressing their health information needs.
OBJECTIVES

- Participants will develop a better understanding of the health information needs of people with disabilities.

- Participants will examine the benefits of creating a barrier-free environment in their library space.

- Participants will demonstrate effective communication techniques when assisting patrons with disabilities and how to share those techniques with clinicians.

- Participants will be able to identify electronic, print, and other resources for creating a high-quality disability related collection for patients and clinicians.
WHAT IS A DISABILITY?

A physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions. (Merriam-Webster)
AMERICAN COMMUNITY SURVEY
6 DISABILITY TYPES

1. Visual (blind or has serious difficulty seeing even when wearing glasses)
2. Hearing (deaf or has serious difficulty hearing)
3. Cognitive (serious difficulty concentrating, remembering, or making decisions because of a physical, mental, or emotional condition)
4. Ambulatory (serious difficulty walking or climbing stairs)
5. Self-care (difficulty dressing or bathing)
6. Independent living (difficulty doing errands alone such as visiting a doctor’s office or shopping because of a physical, mental, or emotional condition)

What’s missing? Psychological/Mental illness, upper body disabilities

(ADA National Network)
HOW MANY PEOPLE IN THE U.S. HAVE A DISABILITY?
12.7% - 22.5%

That’s between 40 - 80 million Americans.

(American Community Survey 2017, CDC)
HOW MANY PEOPLE IN GEORGIA HAVE A DISABILITY?
12.2% - 23.6%

Over 1.2 – 2.3 million Georgians

(American Community Survey 2017, CDC)
How Common Are Specific Disabilities by Age?
Percentage of civilian noninstitutionalized population

- With a **HEARING** difficulty
- With a **VISION** difficulty
- With an **AMBULATORY** difficulty
- With a **COGNITIVE** difficulty
- With an **INDEPENDENT LIVING** difficulty
- With a **SELF-CARE** difficulty

* Data not collected for this age group.

Source: 2015 American Community Survey
www.census.gov/programs-surveys/acs/
Disabilities most prevalent in the South

% of the population reporting a disability

Source: U.S. Census Bureau 2015 American Community Survey.

PEW RESEARCH CENTER
DISABILITY COSTS IN HEALTHCARE EXPENDITURES ARE $10.2 BILLION PER YEAR IN GEORGIA.

(CDC)
Despite progress, adults with disabilities in Georgia and across the country continue to experience significant differences in health characteristics and behaviors compared to adults without disabilities.

**Adults with Disabilities are more likely to**

- **be inactive**
  - Adults with disabilities in the U.S.: 43.0%
  - Adults with disabilities in Georgia: 45.4%
  - Adults without disabilities in the U.S.: 24.3%
  - Adults without disabilities in Georgia: 23.7%

- **have high blood pressure**
  - Adults with disabilities in the U.S.: 42.9%
  - Adults with disabilities in Georgia: 45.7%
  - Adults without disabilities in the U.S.: 26.8%
  - Adults without disabilities in Georgia: 30.2%

- **smoke**
  - Adults with disabilities in the U.S.: 30.6%
  - Adults with disabilities in Georgia: 31.1%
  - Adults without disabilities in the U.S.: 14.6%
  - Adults without disabilities in Georgia: 14.0%

- **be obese**
  - Adults with disabilities in the U.S.: 39.6%
  - Adults with disabilities in Georgia: 40.6%
  - Adults without disabilities in the U.S.: 25.3%
  - Adults without disabilities in Georgia: 26.6%
The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.
TO WHOM DOES THIS APPLY?

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.

This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability.

The ADA also makes it unlawful to discriminate against a person based on that person’s association with a person with a disability.
The ADA Over the Years
How far we have come
CURB CUTS

Episode 308

https://99percentinvisible.org/episode/curb-cuts/

Ed Roberts

http://americanhistory.si.edu/collections/search/object/nmah_1181889
LIBRARIES & PEOPLE WITH DISABILITIES

How can we best serve our patrons?
EVALUATE THE LIBRARY SPACE

Do wall-mounted objects project less than 4 inches into the travel space, or do they hang 27 inches or higher above the floor so they do not obstruct travel space?

Do your study areas have clear spaces 60 inches in diameter for wheeled vehicles to turn around?

Do chairs come in a variety of heights for easy sitting?

If you have study rooms, can the lights be dimmed in any of the rooms?

(Kowalsky & Woodruff, 2017)
ASSISTIVE TECHNOLOGY

Microsoft Ease of Access Center

Apple accessibility

www.apple.com/accessibility/
“It is prudent to note that some assistive technologies are only useful if the information is properly formulated. Library staff making both expensive and inexpensive electronic purchases should always be mindful that the information is useable by all patrons.”

(Association of Specialized Government and Cooperative Library Agencies, a division of the American Library Association)
EVALUATE THE LIBRARY SPACE

Quick updates:

★ Provide comfortable furniture that can be moved, removed, or adjusted.
★ Purchase appropriate computing devices including computers, keyboards/mice, software.
★ Train staff members to assist users as needed.

(Kowalsky & Woodruff, 2017)
NOBLE LEARNING RESOURCE CENTER, SHEPHERD CENTER
7 PRINCIPLE OF UNIVERSAL DESIGN

Principle 1 - Equitable Use
Principle 2 - Flexibility in Use
Principle 3 - Simple and Intuitive Use
Principle 4 - Perceptible Use
Principle 5 - Tolerance for Error
Principle 6 - Low Physical Effort
Principle 7 - Size and Space for Approach and Use
SCENARIO
EVALUATE THE LIBRARY WEBSITE

Web Content Accessibility Guidelines (WCAG) 2.1
(https://www.w3.org/TR/WCAG21/)

4 principles that provide the foundation for Web accessibility:

- *Perceivable*
- *Operable*
- *Understandable*
- *Robust*
EVALUATE THE LIBRARY WEBSITE

Perceivable

• Text alternatives
• Closed-captioning on videos
• Audio only / video only options (prerecorded)
• Color contrast
• Text spacing

Operable

• Keyboard
• Enough reading time for auto content
• Timeout warning
• If there is flashing content, limit to 3 times/sec
• Link purpose
• Headings and Labels
EVALUATE THE LIBRARY WEBSITE

Understandable

• Readable - abbreviations, reading level
• Consistent navigation

Robust

• Maximize compatibility with current and future user agents, including assistive technologies
• Markup languages are used appropriately
COMMON HARDWARE AND SOFTWARE SOLUTIONS

- ZoomText Xtra screen-magnification software
- JAWS screen reader
- Open Book text reader
- Duxbury Braille Translating Software
- Braille embosser
- Talking Typer software
It is important not to forget basic items like handheld magnifiers, signature guides, felt-tip pens, and large magnification devices such as closed-circuit television magnifiers (CCTV). (ALA)

And of course, there’s an app...
California Baptist University, Online & Professional Studies

Syllabus

SOC213 Introduction to Sociology

COURSE DESCRIPTION

This course is a general introduction to the scientific study of human behavior in social settings. It includes major theories of human behavior in terms of culture, socialization, primary groups, stratification and social class, population, family, religion, and social change. This course or ANT225 is a prerequisite for all other courses in Sociology or Anthropology with the exception of ANT225. An emphasis on integrating biblical principles and sociology will also be studied.

ONLINE LEARNING

CBU’s Division of Online and Professional Studies (OPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs both fully online and in “hybrid” format (partly online and partly on-ground).

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. OPS recommends that students complete
WP ACCESSIBILITY HELPER

https://wordpress.org/plugins/wp-accessibility-helper/
ACCESSIBILITY CHECKS

https://section508.gov/
https://www.adobe.com/accessibility.html
https://www.apple.com/accessibility/mac/
http://www.checkmycolours.com/
ACTIVITY

Visit [www.section508.gov/test](http://www.section508.gov/test)

- Look up the Interagency Trusted Tester Program, what is it?
- Find information on how to create accessible PDF documents
COMMUNICATION TIPS

Treat everyone with dignity, respect, and courtesy.
GENERAL TIPS FOR COMMUNICATING WITH PEOPLE WITH DISABILITIES

• Offer to shake hands; people with limited hand use or who wear an artificial limb can usually shake hands.

• If you offer assistance, wait until the offer is accepted. The listen to or ask for instructions.

• Relax. Don’t be embarrassed if you use a common expression such as “See you later” to someone with a visual impairment.

• Don’t be afraid to ask questions when you are unsure of what to do.

(Kowalsky & Woodruff, 2017)
TIPS FOR COMMUNICATING

Individuals who are Blind or Visually Impaired

Speak when you approach.
State clearly who you are.
Use a normal tone of voice.
Never touch or distract a service dog without first asking the owner.
Tell the individual when you are leaving.

Do not attempt to lead the individual without first asking; allow the person to hold your arm.
Be descriptive when giving verbal directions.
If you are offering a seat, gently place the individual’s hand on the back or arm of the chair.

(Kowalsky & Woodruff, 2017)
to me they're leaving or say "I'll see you later."
TIPS FOR COMMUNICATING

Individuals who are Deaf or Hard of Hearing

Gain the person’s attention before starting a conversation.

Look directly at the individual; speak clearly; keep your hands away from your face.

If the individual uses a sign language interpreter, speak directly to the person, not the interpreter.

(Kowalsky & Woodruff, 2017)
TIPS FOR COMMUNICATING

Individuals with Speech Impairments

If you do not understand something, ask the individual to repeat it.

Be patient. Take as much time as necessary.

Do not speak for the individual or attempt to finish her or his sentences.

(Kowalsky & Woodruff, 2017)
One time I wanted to order lasagna, the waitress kept on guessing...
TIPS FOR COMMUNICATING

Individuals with Cognitive Disabilities

If you are in a public area with many distractions, consider moving to a quiet of private location.

Be prepared to repeat what you say, orally or in writing.

Be patient, flexible, and supportive.

Take time to understand the individual and make sure the individual understands you.

(Kowalsky & Woodruff, 2017)
TIPS FOR COMMUNICATING

Individuals with Mobility Impairments

If possible, put yourself at the wheelchair user’s eye level.

Do not lean on a wheelchair.

Do not assume the individual wants to be pushed - ask first.

Offer assistance if the individual appears to be having difficulty opening a door.

(Kowalsky & Woodruff, 2017)
Hi. I'm AJ. I've been in a wheelchair for 25 years because of a spinal cord injury...
GROUP DISCUSSION
PARTNERSHIPS
ACADEMIC

Disability Support Services

Section 504 of the Rehabilitation Act of 1973

Applies to institutes of higher education that receive Federal financial assistance
Eighteen Blind Library Users’ Experiences with Library Websites and Search Tools in U.S. Academic Libraries: A Qualitative Study
Adina Mulliken

https://crl.acrl.org/index.php/crl/article/view/16947/19428
HOSPITALS

Joint Commission Standard EC.02.06.01: The hospital establishes and maintains a safe, functional environment.

Features of the hospital’s space influence patient outcomes and satisfaction and promote patient safety. The physical space also affects families, staff, and others in the organization. These features of the environment of care include the following:

- Quality of natural and artificial light
- Size and configuration of space
- Clear access to internal and external doors
- Space that allows staff to work efficiently
- Privacy
- Security for patients and their belongings
- Level of noise

When designed into and managed as part of the environment, these elements create safe and suitable surroundings that support patient dignity and allow ease of interaction.
HOSPITALS

Quality
Compliance
Case Management
Risk Management
Vocational Rehabilitation
AWARENESS EVENTS

Stroke Month - May

Brain Injury Awareness Month - September

Disaster Preparedness Month - October

Alzheimer's Awareness Month - November
GROUP DISCUSSION
COLLECTION DEVELOPMENT
RESOURCES FOR CLINICIANS

https://www.ada.gov/medcare_mobility_ta/medcare_ta.htm

American Congress of Rehabilitation Medicine,

Information/Education pages (information for Clinicians,

Also consumer-friendly)

https://www.archives-pmr.org/content/infoeducation
# ALA Carnegie-Whitney Grant Project: Disability Resource Guide Table of Contents

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### Introduction to the Project

The Americans with Disabilities Act celebrated its 25th anniversary in 2015 and while many libraries are proud of being ADA compliant, there still is a deficit in resources for and about individuals with disabilities. These resources exist, but are rarely highlighted as an aspect of the library collection. With funding from an American Library Association Carnegie-Whitney Grant, we have created a list of resource guides on various disabilities, disability theory, and assistive technologies as an effort to highlight resources in these areas. These guides are unique because they provide a centralized location for materials on common disabilities, bringing together resources like popular literature, movies, websites, journals, databases and assistive technologies.

Below you will find a list of the guides created under this project:

- Anxiety Disorders
- Autism Spectrum Disorders (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- Bipolar Disorder
- Blind/Vision Impairment
- Body Dysmorphic Disorder (BDD)
- Chronic Illness
- Deaf or Hard of Hearing
- Depression
- Disability Theory
- Eating Disorders
- Getting Around: Physical Accessibility of Spaces

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[http://guides.library.illinois.edu/alacwgdisabilitytoc](http://guides.library.illinois.edu/alacwgdisabilitytoc)
RESOURCES FOR PATRONS

Center for Disability Resources Library, School of Medicine Library, University of South Carolina

https://uscmed.sc.libguides.com/cdrlibrary

Georgia Disability Resources

https://www.olmsteadrights.org/self-helptools/advocacy-resources/item.6532-Georgia_Disability_Resources_and_Advocacy_Organizations

Georgia Vocational Rehabilitation Agency

https://gvs.georgia.gov/
RESOURCES FOR PATRONS

Southeast ADA Center - http://www.adasoutheast.org/

Noble Learning Resource Center, Shepherd Center - https://www.shepherd.org/research/library

National Institute of Neurological Disorders and Stroke - publications

https://catalog.ninds.nih.gov/ninds/home


MedlinePlus - https://medlineplus.gov/
RESOURCES FOR PATRONS

https://www.loc.gov/nls/
GLASS Atlanta
55 Park Place NE
Suite 300
Atlanta, GA 30303

Phone: 404-657-1452 or 1-800-248-6701
E-mail: glass@georgialibraries.org
A compilation of the programs that serve Georgia’s blind and visually impaired population.

Programs are classified into 7 major areas which you can enter as search terms to narrow your search:

- Student
- Health & Social Services
- Recreational Reading
- Assistive technology
- Career & Vocational
- Comprehensive or Universal
- Child centered

http://glassrsvp.georgialibraries.org/
OTHER READING RESOURCES

National Federation of the Blind - Newsline
http://nfbnewslineonline.org/

Georgia Radio Reading Service (GaRRS)
https://garrs.org/
BOOK RECOMMENDATION FOR LIBRARIANS

Creating Inclusive Library Environments: A Planning Guide for Serving Patrons with Disabilities

by Michelle Kowalsky, John Woodruff
WRAP-UP & QUESTIONS
REFERENCES


REFERENCES


THANK YOU!
How to Complete a Course Evaluation and Obtain an MLA CE Credit Certificate

You have 30 days from the date you completed the course to complete an evaluation and claim credit.

2. Login. If you do not have a current MLANET login, please Register as an MLA guest. After you’ve set up your MLA account and you’re logged in to MLANET, click MEDLIB-ED on the navigation bar to return to MEDLIB-ED.
3. Click My Learning on the blue bar near the top of the MEDLIB-ED home page.
4. Enter the code patron19 and complete the attestation and evaluation and claim credit.
5. To learn more about MEDLIB-ED, please see the FAQ in the About menu.
6. If you have questions or run into problems, please email MEDLIB-ED@mail.mlahq.org.