

# RESOURCES FOR PATRONS WITH DISABILITIES

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In the Library and In the Clinic

3 MLA CE Credits  
GHSLA Spring Meeting

March 11, 2019  
Madison, GA



Shepherd Center

2020 Peachtree Road, NW, Atlanta, GA 30309-1465

404-352-2020

# CHRISTINE WILLIS, MLIS, AHIP

*Director of Knowledge Management & Learning Resources, Noble Learning Resource Center, Shepherd Center*

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*.

Contact me at: [christine.willis@shepherd.org](mailto:christine.willis@shepherd.org)



# DESCRIPTION

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)

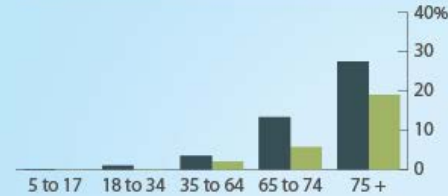


# How Common Are Specific Disabilities by Age?

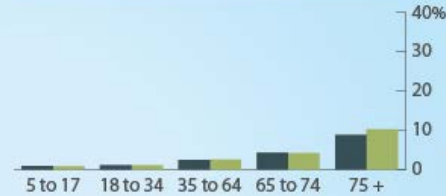
Percentage of civilian noninstitutionalized population

Male Female

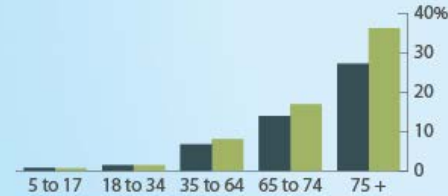
With a **HEARING** difficulty



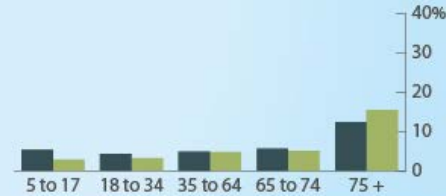
With a **VISION** difficulty



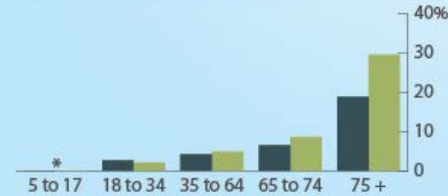
With an **AMBULATORY** difficulty



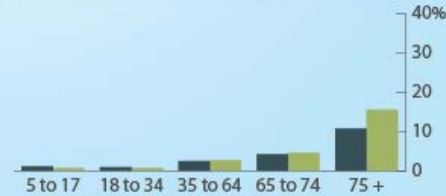
With a **COGNITIVE** difficulty



With an **INDEPENDENT LIVING** difficulty



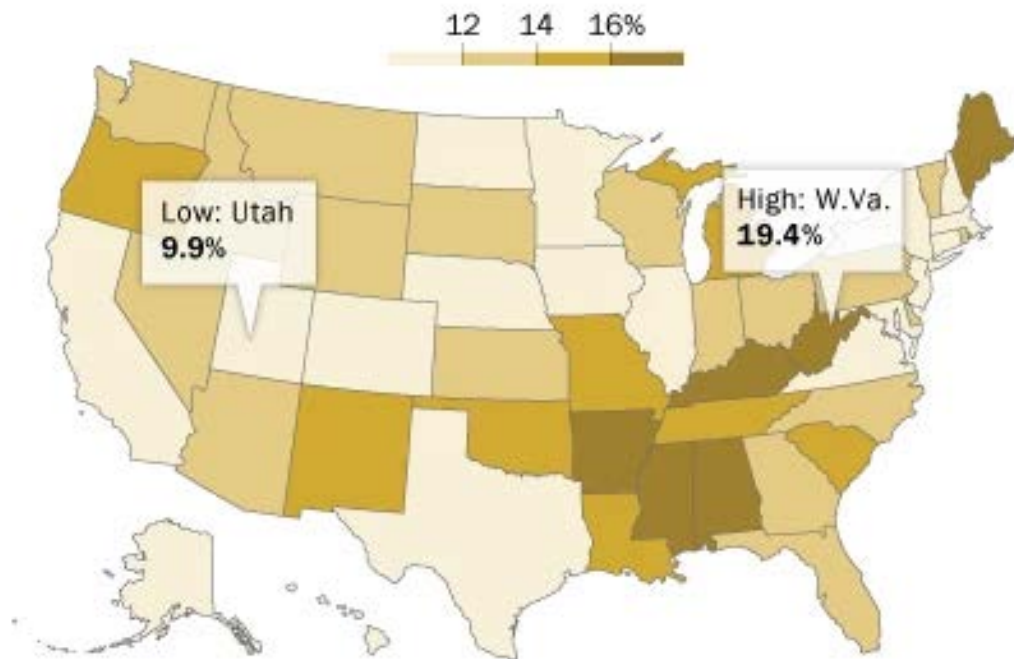
With a **SELF-CARE** difficulty



\* Data not collected for this age group.

## 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)



## Adults with Disabilities are more likely to



**be inactive**

Adults with  
disabilities

in the U.S.  
43.0%

in Georgia  
45.4%

Adults  
without  
disabilities

in the U.S.  
24.3%

in Georgia  
23.7%



**smoke**

Adults with  
disabilities

in the U.S.  
30.6%

in Georgia  
31.1%

Adults  
without  
disabilities

in the U.S.  
14.6%

in Georgia  
14.0%



**have high blood pressure**

Adults with  
disabilities

in the U.S.  
42.9%

in Georgia  
45.7%

Adults  
without  
disabilities

in the U.S.  
26.8%

in Georgia  
30.2%



**be obese**

Adults with  
disabilities

in the U.S.  
39.6%

in Georgia  
40.6%

Adults  
without  
disabilities

in the U.S.  
25.3%

in Georgia  
26.6%

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.

(CDC)



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# AMERICANS WITH DISABILITIES ACT (ADA)

Americans with Disabilities Act of 1990,  
Updated in 2008 with the ADA Amendments Act  
& the Rehabilitation Act of 1973

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

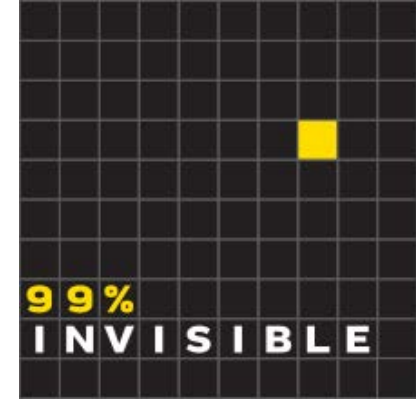
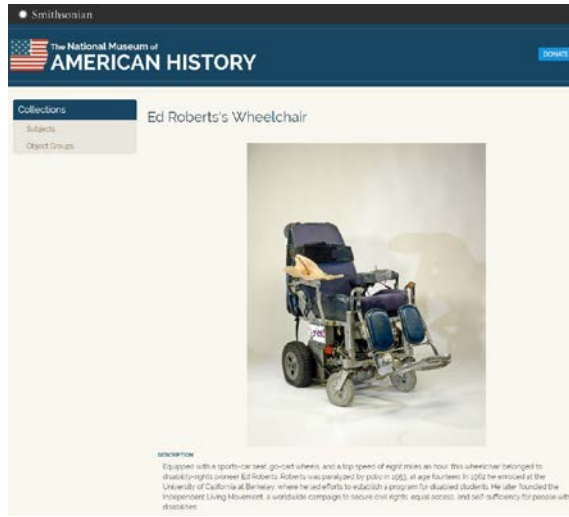


# CURB CUTS

Episode 308

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

Ed Roberts



[http://americanhistory.si.edu/collections/search/object/nmah\\_1181889](http://americanhistory.si.edu/collections/search/object/nmah_1181889)



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# 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)

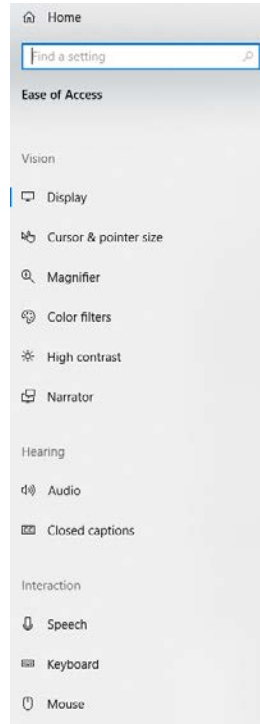


# ASSISTIVE TECHNOLOGY

## Microsoft Ease of Access Center

## Apple accessibility

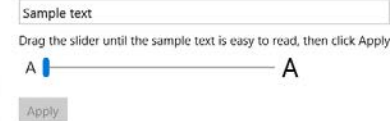
[www.apple.com/accessibility/](http://www.apple.com/accessibility/)



### Display

Make your display easier to see.

#### Make text bigger



#### Make everything bigger

Change the size of apps and text on the main display



#### Make everything brighter

Change the brightness of your built-in display



#### Simplify and personalize Windows

Show animations in Windows



Related settings

[Additional display settings](#)

[Background settings](#)

[Color settings](#)

[Theme settings](#)

Have a question?

[Use color filters](#)

[Turn on high contrast](#)

[Get help](#)

Make Windows better

[Give us feedback](#)



“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

Copyright 1997 NC State University, The Center for Universal Design



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# 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

(ALA)

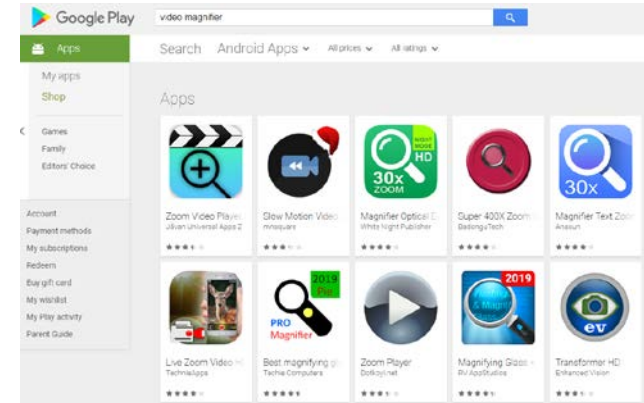


# COMMON HARDWARE AND SOFTWARE SOLUTIONS

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).

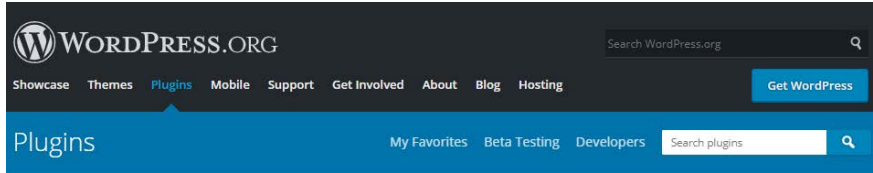
Each "course week" begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. OPS recommends that students complete





# WP ACCESSIBILITY HELPER

<https://wordpress.org/plugins/wp-accessibility-helper/>



WP Accessibility Helper (WAH)

By Alex Volkov

Download

## Georgia Health Sciences Library Association (GHSLA)

GHSLA is a statewide health sciences library consortium with members from all regions of Georgia.

HOME ABOUT MEMBERSHIP MEETINGS MEMBERS ONLY LINKS



### Accomplishments by Emory Librarians

**Kimberly R. Powell** co-authored "A bibliometric services workshop for subject librarians," published in *Library Management*, DOI: <https://doi.org/10.1108/LM-03-2018-0014>.

**Hannah Rutledge** published an article, "Diving into Data: Analyzing Information Requests to Understand Information Needs at a Pediatric Hospital," in the *Journal of Medical Librarianship*, DOI: <https://doi.org/10.1108/JML-03-2018-0014>.

Close

Font Resize

A- A+

Keyboard navigation

Readable Font

Underline links

Highlight Links

Clear cookies

Images Greyscale

Invert Colors

Remove Animations

Remove styles

Lights Off



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# 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. Then 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)







# 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)





# TIPS FOR COMMUNICATING

## Individuals with Cognitive Disabilities

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



# 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.





# GROUP DISCUSSION



# PARTNERSHIPS



<https://pixabay.com/en/handshake-regard-cooperate-connect-2009183/>





# ACADEMIC

## Disability Support Services

*Section 504 of the Rehabilitation Act of 1973*

Applies to institutes of higher education that receive Federal financial assistance



# UNIVERSITY OF GEORGIA

UGA | Libraries

University Libraries  
UNIVERSITY OF GEORGIA

FIND ▾  
Research Tools

GET ▾  
Borrow & Request

SERVICES ▾  
Help & Support

COLLECTIONS ▾  
Libraries & Archives

ABOUT ▾  
Library Information

Site Search

Q

Accessibility

Parking & Accessible Facilities

Materials & Services

Research Help

Assistive Technology

Home / Accessibility at UGA Libraries

Accessibility at UGA Libraries

The University of Georgia Libraries seek to provide an inclusive and accessible experience to all library users. We are committed to providing access to information and services to all library users on an equitable basis. The UGA Libraries offer a variety of services to ensure access to library collections and services for individuals with disabilities.


In addition to physical assistance with tasks such as retrieving materials from the stacks and scanning materials, library staff can assist you with the research process and finding and using the resources you need. All library staff can provide basic assistance. Please feel free to ask for help at any service point in the library. If you need assistance remotely, use our [Ask A Question](#) services or call our general phone number at 706-542-3251.


Library users with disabilities are encouraged to schedule an appointment for in-depth research assistance and other extensive services. Please contact Eric Griffith, Disabilities Services Coordinator for the Libraries, at [ecg@uga.edu](mailto:ecg@uga.edu) or 706-542-1137 if you would like additional assistance or information about library access and services in general, or for questions relating specifically to the UGA Main Library.


If you have questions about specific services available at other library buildings on campus, please contact:


- Science Library – Matt Pulver at 706-542-4535 or [mattpulver@gmail.com](mailto:mattpulver@gmail.com)
- Special Collections Library – Mazie Bowen at 706-542-7123 or [mbowen@uga.edu](mailto:mbowen@uga.edu)
- Miller Learning Center – 706-542-7000

Please click the icons below for detailed information about resources and services for library users with disabilities.

  
Parking & Accessible Facilities

  
Materials & Services

  
Research Help

  
Assistive Technology

Your suggestions for improving library services are welcome. Please contact Eric Griffith to share your feedback. If you experience accessibility problems with the library website, please notify us by using the [Send Us Your Website Feedback](#) links at the bottom of our webpages.

For additional help, UGA students may contact the [UGA Disability Resource Center](#) at [drc@uga.edu](mailto:drc@uga.edu) or 706-542-8719 for services including assistive technology and alternative media. UGA faculty and staff may contact the [Human Resources Department](#) at [hrweb@uga.edu](mailto:hrweb@uga.edu) or 706-542-2222.

<https://www.libs.uga.edu/accessibility>



# ACADEMIC

## **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



<https://pixabay.com/en/tu-delft-university-library-1723434/>



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# RESOURCES FOR CLINICIANS

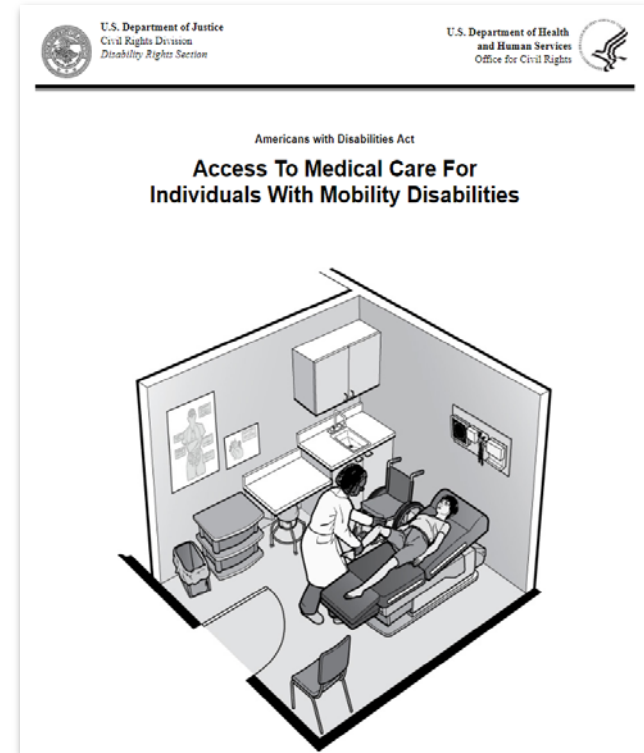
[https://www.ada.gov/medcare\\_mobility\\_ta/medcare\\_ta.htm](https://www.ada.gov/medcare_mobility_ta/medcare_ta.htm)

American Congress of Rehabilitation Medicine,

Information/Education pages (information for Clinicians,

Also consumer-friendly)


<https://www.archives-pmr.org/content/infoeducation>



# RESOURCES FOR CLINICIANS & PATRONS

<http://guides.library.illinois.edu/alacwgdisabilitytoc>

[About](#)
[Libraries & Hours](#)
[Using the Library](#)
[Help & Services](#)
[Search Tools](#)
[New Catalog Preview](#)


**UNIVERSITY LIBRARY**  
 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[University Library](#) / [LibGuides](#) / [ALA Carnegie-Whitney Grant Project: Disability Resource Guide Table of Contents](#) / [Table of Contents](#)

## ALA Carnegie-Whitney Grant Project: Disability Resource Guide Table of Contents: Table of Contents

This guide is a table of contents for disability, assistive technology, and disability theory resource guides.


### Introduction to the Project

The Americans with Disabilities Act celebrated its 25<sup>th</sup> 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 in 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/Attention Deficit Disorder \(ADHD/ADD\)](#)
- [Bipolar Disorder](#)
- [Blind/Visual Impairment](#)
- [Body Dysmorphic Disorder \(BDD\)](#)
- [Chronic Illness](#)
- [Deaf or Hard of Hearing](#)
- [Depression](#)
- [Disability Theory](#)
- [Eating Disorders](#)
- [Getting Around: Physical Accessibility of Spaces](#)


### Subject Guide



JJ Plonka (SHEL)

[Email Me](#)

[Schedule Appointment](#)


**Ask a Librarian**

Service Unavailable. We're sorry but chat is currently experiencing issues. Please try again later.

Please email [reflib@library.illinois.edu](mailto:reflib@library.illinois.edu) for assistance or call 217-243-2291.



# 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](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>

Exceptional Lives - Supplemental Security Income - <https://exceptionallives.org/>

MedlinePlus - <https://medlineplus.gov/>



# RESOURCES FOR PATRONS



<https://www.loc.gov/nls/>



Shepherd Center



GLASS Atlanta  
55 Park Place NE  
Suite 300

Atlanta, GA 30303

**Phone:** [404-657-1452](tel:404-657-1452) or [1-800-248-6701](tel:1-800-248-6701)

**E-mail:** [glass@georgialibraries.org](mailto:glass@georgialibraries.org)





<http://glassrsvp.georgialibraries.org/>

*Resources and Services for those  
with **V**isual and **P**rint-Impairment*

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



# OTHER READING RESOURCES

National Federation of the Blind - Newsline

<http://nfbnewslineonline.org/>

Georgia Radio Reading Service (GaRRS)

<https://garrs.org/>

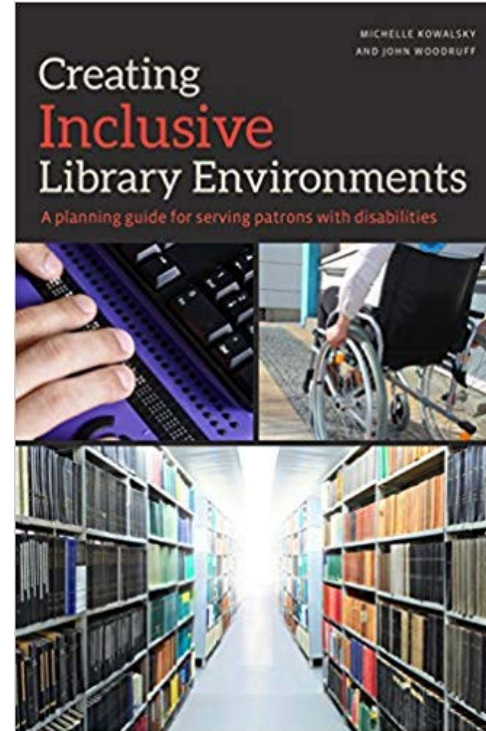




# BOOK RECOMMENDATION FOR LIBRARIANS

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

by Michelle Kowalsky, John Woodruff



# WRAP-UP & QUESTIONS



# REFERENCES

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THANK YOU!



# EVALUATION & CE CREDITS

## 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.

1. Go to [www.medlib-ed.org](http://www.medlib-ed.org).
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](mailto:MEDLIB-ED@mail.mlahq.org).

