ADA PLANNING: THE KEY TO SUCCESSFUL INCLUSION
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PRESENTERS:
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Agenda

* Introductions
* Overview of the Session
* Disability 101
* Language
* First Steps
* Programming & Services
* Marketing
* Emergency Preparedness
* Employment
* ADA Planning outline
* Questions
Introductions
Why is it important to talk about disability?

- Approximately 56.7 million people - 19 percent of the population – over 1 in 5 individuals have a disability.

- Having a disability makes it the world's largest minority group.

- 30% of the nation’s 69.6 million families have at least one member with a disability.

- The number of people with disabilities is on the rise due to many factors, including an aging population. There are 77 million baby boomers – it is estimated that 52% of the boomers will become disabled.

- People with disabilities have an estimated combined income of over $1 trillion with more than $220 billion in discretionary income.

- Disability is the only category of diversity that anyone can join, at any time and probably will.

Sources: U.S. Census 2010, Diversity, Inc.
Understanding Disability

**MEDICAL MODEL**
- Professionals are in charge
- Individual is unable to make decisions
- Something is wrong with the individual
- Expertise is held by the qualified professional
- Seeks to change the individual to accommodate society

**SOCIAL MODEL**
- Something is wrong with society
- Individual is in charge
- Individual participates in and makes decisions
- Expertise is the experience of disabled people
- Seeks to change the society to accommodate the individual

- Something is wrong with the individual
- Individual is in charge
- Seeks to change the individual to accommodate society
- Expertise is held by the qualified professional
Language is important

* Most language about disability has been coined by nondisabled people
* Disability culture is not homogeneous.
* Language is fluid and changes over time.
THE LANGUAGE OF DISABILITY: DO’S AND DON’T’S: TOP 10

<table>
<thead>
<tr>
<th>DON’T USE</th>
<th>USE</th>
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<tbody>
<tr>
<td>1. wheelchair-bound/confined to</td>
<td>Wheelchair user/ uses a wheelchair</td>
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<tr>
<td>2. suffers from/afflicted with/crippled by/victim of</td>
<td>These terms make assumptions about how the disabled person feels about his/her disability. Use “has” and the name of condition (e.g., has cerebral palsy, has paraplegia, etc.)</td>
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<tr>
<td>3. the disabled/the blind/the deaf</td>
<td>Always use as an adjective rather than a noun – disabled person, blind filmmaker, deaf man or woman</td>
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<td>4. retarded (e.g., mentally retarded)/retard</td>
<td>Intellectual disability; cognitive disability; developmental disability (when using these terms, however, it is important to understand the distinction among them)</td>
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<td>5. Handicapped (handicap) handicapped</td>
<td>In general: If you’re not writing about sports, don’t use it! Use disability, disabled person, person with a disability.</td>
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<td>Handicapped parking, restroom, etc</td>
<td>Accessible parking, restroom, etc.</td>
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<tr>
<td>6. midget/dwarf</td>
<td>Little person (Dwarf is acceptable only if the subject actually has dwarfism.) Keep in mind: Anyone with dwarfism is a little person, but every little person is not a dwarf.</td>
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<tr>
<td>7. deaf-mute/deaf and dumb hearing-impaired</td>
<td>deaf (medically deaf), Deaf (culturally Deaf), hard of hearing</td>
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<tr>
<td>8. Physically challenged/differently abled</td>
<td>Avoid outdated or saccharine terms and euphemisms. Use disabled as an adjective (e.g., disabled sportscaster) or person-first language (e.g., person with a disability)</td>
</tr>
<tr>
<td>9. Overcoming/inspiring/brave/courageous</td>
<td>Avoid patronizing and condescending descriptives – describe the person’s accomplishments without value judgment or interpretation</td>
</tr>
<tr>
<td>10. Special / Special needs</td>
<td>Do not use when referring to disabled people</td>
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Compiled by Inclusion in the Arts
Cultural Experience

* Envision someone with a Disability
* Keeping that disability in mind, imagine a complete cultural experience at your venue or another cultural organization
* Lessons Learned?
A Commitment to Access as an Organizational Priority

Board of Directors
Artistic Staff/Crew
Programming/Casting
Management
Marketing
Development
Box Office
Front of House
Security
NEED TO KNOW WHERE YOU ARE BEFORE YOU KNOW WHERE YOU ARE GOING.

- What do we do now
- What can we do next
- Set out a plan for the next year, 3 years, 5 years
- Be realistic! Full access doesn't happen overnight.
- Complete the survey with a colleague or group of colleagues
Readily Achievable
You can do this now!

* Policies
  * Board Approved Policy Statement - Non-Discrimination Policy
  * Service provision/request policy
  * Advance Notification Policy
  * Grievance Procedure
* Sensitivity Training for Staff and Volunteers
* Assigning an ADA Coordinator
* Utilizing access symbols
* Establish or share an ADA Advisory Committee
The Importance of Advisory Boards

- Provide Guidance in Developing Programs & Services
- Ambassadors
- Provide support in finding funding opportunities
- Staff and Volunteer Training
- Help Set Policies
- Assist in Target Marketing
- TIP - Investigate sharing an advisory board with other cultural organizations in your area.
PROGRAMES/SERVICES
Enhancing the Cultural Experience

* Disability is not static
* Disability is personal
* NEVER say NO, we can’t, we won’t, we don’t
* SAY we’ll see, we’ll investigate, we’ll try
* ASK “what can we do, what do you need to make your experience at our venue successful”

“People who provide access have no idea how powerful they are” - Frank Dattolo, Deaf patron
FOR PEOPLE WITH HEARING LOSS
Advance Copies of Scripts
Assistive Listening Devices
Open Captioning
Looping
Galapro

DEAFNESS
Sign-Interpreted Lectures/Performances
FOR PEOPLE WHO ARE BLIND/LOW VISION
Braille Materials
Large Print Materials
Seating
Information in digital format (MP3, iPod, smartphone)
Sensory Seminars/Docent Tours
Audio Description

AD Training

Live Description-Guided Tours

Sensory Experiences
Neurodiversity is a concept where neurological differences are to be recognized and respected as any other human variation. These differences can include those labeled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others.

Sensory friendly/relaxed performances
https://autismfriendlyspaces.org/
http://www.includearts.com

Prepare with a social narrative (pictures, videos)
Adjust sensory settings (lights, sound, etc.)
Prepare a quiet room/area for audiences who need to step out
Allow for extra care-givers (parents, staff)
Use various modes of communication
Prepare cast/house staff
SERVICES FOR THOSE WITH PHYSICAL DISABILITIES

- Wheelchair Seating
- Companion Seating and Other Accommodations
- Restrooms
- Steps
Facility

- Accessible route from public transportation to the facility.
- ADA compliant parking.
- Accessible route from parking to primary accessible entrance.
- ADA compliant doors to entrance, bathrooms, assembly areas, gallery and display areas.
- Multi-level facility has an elevator or interior ramps at level changes.
- Restrooms (or unisex bathroom) used by the public are ADA compliant
- Seating area(s) of facility has the correct percentage of wheelchair locations on each level as required by law.
* ADA compliant signage (compliant signage would include Braille, correct type size, high contrast design elements, correct mounting and height).
* ADA compliant box office window/information desk.
* ADA compliant concession stand.
* ADA compliant performance/dressing room/artist space/backstage.

* Produce a Virtual Tour.
* BREAK
In 2017, a follow-up series of focus groups and surveys to evaluate the arts and cultural event participation among people with disabilities in New Jersey, as part of NJSCA’s Building Cultural Participation initiative were conducted.

Key Findings

* Inaccurate information on website or over the phone
* Apprehension about attending venues for first time
* Accessible information buried in marketing materials and websites
* Staff not fully trained in, or aware of, access programs/features
* Need for a concierge/one stop shopping
* Transportation Challenges
Marketing/Communications
Getting the Word Out

- Brochures in alternative formats
- Use Access Symbols
- Person First Language
- Utilize/Share Advisory Board
- Advance Notification Policy (minimum of 2 weeks)
- Include Policy Statement in all press releases/website
- Assess website (large print, contrast, scalable type)
- Engage the Community
- Attend meetings/conferences hosted by various groups
Your Organization’s Website

* Accessibility Features
* Accessibility Statement
* Programs and Services
* Seating Diagram
* Advanced Notification Policy
* Ticketing Policy
* International Access Symbols
* Trusted, knowledgeable and easy to find contact person/information
The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect.

Tim Berners-Lee, W3C Director and inventor of the World Wide Web

Web Accessibility Initiative (WAI)

- [https://www.w3.org/](https://www.w3.org/)
- [https://www.w3.org/standards/webdesign/accessibility](https://www.w3.org/standards/webdesign/accessibility)
During disasters and emergency situations people with disabilities may need additional assistance to obtain the services they need. Universal design, accessible environments, and easy-to-read information, are only some examples of the strategies that can be implemented to make sure that everyone is safe during an emergency.

People with disabilities and their family members should make plans to protect themselves in the event of an emergency. It is also important that first responders know how to evacuate people with disabilities quickly and safely.
**EMERGENCY PREPAREDNESS RESOURCES**

* **Centers for Disease Control and Prevention**
  * [http://www.cdc.gov/features/emergencypreparedness/](http://www.cdc.gov/features/emergencypreparedness/)

* **South Arts-ArtsReady**
  * [https://www.artsready.org/](https://www.artsready.org/)

* **"Ready Now!" Toolkit**
  * The [*"Ready Now!" Toolkit*][2.91 MB] from the Oregon Office on Disability and Health is for people with disabilities and emphasizes independence, allowing each person to address his or her specific needs.

* **Get Ready! Toolkit**
  * The [*Get Ready! Toolkit*][2.62 MB] from the Alaska Health and Disability program will help you prepare for an emergency. Alaska also developed the [*Get Ready! Toolkit webinar*] to assist Alaskans and others with disabilities and their caregivers in putting the Get Ready!Toolkit into action.
Smart911

Smart911 is a free service used by public safety agencies across the country to enhance communication and response for their community. It can be used by:

- 9-1-1 agencies to quickly send first responders to the location of an emergency with more information;
- Emergency management to better plan for and respond to disasters; and
- Municipalities to send emergency notifications to their citizens.

Smart911 allows you to create a private safety profile that instantly transmits information you specify to the 9-1-1 dispatcher's computer screen when you place an emergency call. This technology allows dispatchers to relay critical care information to emergency responders in the field even if you are unable to communicate.
Employment
Artists/Managers & Volunteers

* Accessible locations for interviews
* Employment forms in alternate formats
* Marginal and Essential Job Descriptions
SECTIONS:

- SELF-ASSESSMENT
- POLICIES, SENSITIVITY TRAINING, ADVISORY COMMITTEE
- SERVICES FOR: Deaf/hard of hearing, blind/low vision, neuro-diverse, mobility disabilities
- FACILITY
- MARKETING
- EMERGENCY PREPAREDNESS
- EMPLOYMENT
Objective:

Year 1
GOAL, ACTION STEPS, WHO, RESOURCES

Year 2
GOAL, ACTION STEPS, WHO, RESOURCES

Year 3
GOAL, ACTION STEPS, WHO, RESOURCES
Questions?

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