HEALTHY U INCLUSIVITY TRAINING

Materials
- Chart IT1, "Tips for Using People First Language"
- Chart IT2, "Examples of People First Language"
- Flip chart or white board
- Pens or markers

1. **Say in your own words:** There are many reasons why it's important to make programs like the Chronic Disease Self-Management Program accessible to individuals of all ability levels.

2. **Say:** Let's do a brainstorm:

   Why is it important to make CDSMP accessible?

3. **Instructions to Leaders:** Read over the list and ask if anything needs clarification.

   Add any of the following ***if they are not mentioned***:
   a. It allows more individuals to benefit from the program, regardless of ability or age.
   b. People with disabilities are disproportionately affected by chronic conditions.
   c. One in five adults in the US have some type of disability.
   d. Adults with disabilities are more likely to be obese, smoke, have high blood pressure, and be physically inactive, which can lead to or worsen chronic conditions.

4. **Say in your own words:** Here are some general tips and etiquette for interacting with people with disabilities in your workshop:
   a. Do not make assumptions about what a person with a disability can or cannot do.
   b. Respect the individual's ability to make decisions and judgements on their own behalf.

c. Always ask before providing assistance. Do not touch a person on their head or touch their wheelchair, scooter, cane, or any assistive device.
d. Speak directly to the person and not their attendant, interpreter, family member, etc.
e. Do not pet service animals without checking with the owner first.
f. Some disabilities are hidden and not at all apparent or obvious. Respect every person's requests and needs.

5. **Say:** Is anyone familiar with the term "people first language"?

   Instructions to Leaders: If anyone responds yes, ask them to share what they think it means.

   According to the Texas Council for Development Disabilities, "people first language is an objective and respectful way to speak about people with disabilities by emphasizing the person first rather than the disability."

6. **Say in your own words, referring to Chart IT1:** Here are some tips for using people first language:

   Chart IT1

   ### Tips for Using People First Language

   - **Never equate a person with a disability** *(For example, don't refer to someone as an epileptic or a quadriplegic. People First Language tells what a person HAS, not what a person IS.)*

   - **Avoid negative words that imply tragedy** *(such as, "afflicted with," "suffers," "victim," and "unfortunate")*

   - **Avoid cute euphemisms** *(like "physically challenged," "inconvenienced," and "differently-abled")*

   - **Recognize that a disability is not a challenge to be overcome** *(Don't say people succeed in spite of a disability.)*

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7. **Say in your own words, referring to Chart IT2:** Here are some examples of how to use people first language.

Chart IT2

Examples of People First Language	
Instead of saying:	**Say:**
"The handicapped" or "the disabled"	"People with disabilities"
"Autistic"	"Person who has (or who has been diagnosed with) autism"
"Quadriplegic"	"Person with quadriplegia"
"Paraplegic"	"Person with paraplegia"
"Dumb" or "mute"	"Person who is unable to speak or who uses a communication device"

8. **Say in your own words:** You can find more examples of people first language and other resources on interacting with people with disabilities on the Texas Council for Development Disabilities website.

   Instructions to Leaders: Write "tcdd.texas.gov" on the board.

9. **Say:** The most important rule to remember is: **When in doubt, ask how a person wants to be addressed.**

10. **Say in your own words:** Now we're going to discuss ways to increase inclusiveness in your workshops. We're going to do a brainstorm:

    What are ways to make a CDSMP workshop more inclusive?

11. **Instructions to Leaders:** Read over the list and ask if anything needs clarification.

12. **Say in your own words:** There are a number of ways we can make our workshops more inclusive, even before the program begins.

    Instructions for Leaders: As you read the following sections, put check marks next to those that were listed during the brainstorm.
    a. Make sure registration and informational sessions are accessible. Do potential participants have multiple ways to get more information; for example, phone, TTY device, relay service, email, web, radio, etc.?
    b. Include an accessibility statement in your advertisement. Here is an example of an accessibility statement:
        i. **Instructions to Leaders:** Write on the board:

            If you are deaf or hard of hearing, or are a person with a disability who requires accommodation, please contact [NAME].

    c. Make sure there is an area in the front of the room for individuals who are hearing or visually impaired.
    d. Post flyers at disability service agencies, medical clinics, pharmacies, durable medical equipment stores, churches, food banks, and community boards.
    e. Make sure the text on all flyers is at least 14-point font.
    f. Find an accessible venue. Be sure to visit the site ahead of time!
        i. Check for accessible parking and bathrooms, entrances, doorways, and room setup.
        ii. Is it accessible for individuals who need to use public transportation?
        iii. Be aware that some participants do not have control over their arrival or departure times. This includes participants who are dependent on public transportation, friends, or relatives.
        iv. Find venues that are on public transit routes.
        v. Consider emergency exits for individuals with disabilities.

13. **Say in your own words:** There are also things we can do to make our workshops more inclusive during the program.
    a. The textbook, *Living a Healthy Life with Chronic Conditions*, is available in paperback, large print, CD, MP3, and E-book. Contact the program

coordinator if you would like to offer alternatives to a person with a disability or if you would like to make large-print or audio options available.

b. The program CD, *Relaxation for Mind and Body*, also comes in an mp3 format for those who prefer to use an mp3-playing device.

c. Make sure you are reading all program content loudly and clearly.

d. Consider training individuals fluent in American Sign Language to be program facilitators.

e. If you are providing food, ask about dietary restrictions; consider avoiding certain foods that may be challenging to consume.

f. Allow plenty of time for people to respond to questions or prompts.

g. Incorporate longer pauses.

h. Make note pads available for taking notes.

i. Create crisis plans for individuals with disabilities that are specific to your organization or venue; this should include plans for evacuation, emergency medication, emergency contact information, etc.