"Inukshuk Under the Northern Lights"
Kean Leathem

A COMMUNITY HANDBOOK ON DEVELOPING A LITERACY AND DISABILITY AWARENESS TRAINING PROGRAM

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A Community Handbook on Developing a Literacy and Disability Awareness Training Program

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STANDING OUT AGAINST A BARREN LANDSCAPE

An lnukshuk (pronounced enookshook) is a formation of rocks piled into the shape of a person. The Inuk (a people of Canada's north) use them as landmarks along the edge of the water-ways to guide hunters home from their hunting expeditions. On the snow and ice covered barren territories the Inukshuk are a symbol of people's dependency on one another for the support needed to survive in an often times harsh environment.

The Canadian Association of Independent Living Centres, at its annual general meeting, provided an opportunity for its members to explore the issue of plain language and how it applies to our consumers.

For people with disabilities our Independent Living Centres often act as "markers" in the lives of citizens with disabilities by providing the supports and information needed to develop and maintain an independent lifestyle of their choosing.

For many people with literacy needs, the literature, services and personnel of community groups can provide either a welcoming and accessible environment or an indifferent, insensitive and inaccessible one. To be truly accessible to persons with literacy needs we must be easy to locate.

1. Provide landmarks when giving directions.
2. Once we are located examine whether or not our brochures, forms and verbal instructions are easily understood.
3. Ensure that staff and volunteers are trained in the considerations of plain language usage.

For persons with literacy needs signs, postings and promotional material can fade into the background of the environment. The items that are supposed to inform, instruct and direct can blur into all of the other complex literature that exists. Over the course of the AGM the members came to a consensus that we are in the forefront of social change in the promotion of human dignity in how we express ourselves through various "media." Unless it is at the reading level of the consumer the message will not be delivered.

Whenever we fail to provide easily read material and services in plain language we are guilty of fading into the background of a complex and sometimes bleak world. After our experience as participants we were motivated to return to our respective centres and work on becoming visible and obvious as a landmark to assist people in their journey to, and maintenance of, an independent lifestyle.

By providing information, P.R. material and simple directions about our centres and our programs, we can then stand out against an otherwise confusing and perceived barren background.

We are now motivated to examine if we act as an "lnukshuk" or, do we fade into a barren, unfamiliar and indifferent environment?

At next year's AGM we can evaluate ourselves and our progress in this area. Have we become truly accessible to the use of plain language guidelines? Will we be equipped to pass the test of standing out against a barren landscape?

Verna Clarke
Halifax ILC

Note:

This article was written for the CAILC newsletter after the Plain Language Workshop at the 1993 Annual General meeting. The Plain Language Workshop was the first phase of the CAILC National Literacy Project.

BACKGROUND ON THE LITERACY PROJECT AND THE INDEPENDENT LIVING MOVEMENT

The Independent Living Movement in Canada evolved as a response to traditional rehabilitation and medical models of service delivery. In the rehab/medical model, it was always the professionals who were in control and the disability was viewed as the source of the problem. Their solution was medical intervention such as rehab counsellors, occupational therapists, social workers, doctors etc. The Independent Living Model ensures that people with disabilities are in control of their own lives, that they make their own decisions and decide what is best for themselves. The problem is not the disability but the barriers around them. If it weren't for the barriers, people with disabilities would not have these problems. In this model the solution is advocacy, peer support, consumer control (people with disabilities being in control), and self-help.

Independent Living Resource Centres are places in communities which demonstrate this model. The centres "promote and enable the progressive process of people with disabilities taking responsibility for the development and management of personal and community resources." In other words, the centres assist individuals with believing that they have the ability to become what they want to be and to be in charge of their own lives. Also, centres encourage and enable people to be more involved with the community around them, especially with services that are for people with disabilities. It is not only our right but it makes the world a much better place to live when all of its citizens are able to participate in all aspects of life and community.

The lack of literacy skills for people with disabilities is one of the major barriers to being in charge of one's own life. If a person with a disability does not have at least basic literacy skills, he/she will have less ability to advocate for any needed services or changes, or fight discrimination. That person will find it extremely difficult to make informed decisions and they will have a difficult time participating in their community. The Independent Living Resource Centres assist people with reaching their independent living goals and when the individuals lack literacy skills, it is generally harder for them to be in total control of their own lives. They must rely on information from others; word of mouth and more often than not, the information is wrong or inaccurate.

The Canadian Association of Independent Living Centres is the national umbrella organization for Independent Living Resource Centres across the country. At the national level, the board decided that a number of aspects of literacy issues needed to be addressed by the centres. The first issue was to look at ourselves and assess whether we are accessible to people who lack literacy skills; for example, through the use of plain language. We also needed to address the lack of disability awareness in literacy skills provider organizations and we needed to become more familiar with the literacy services so that we could refer people to them.

Instead of talking about the issues we decided to do something about them. That is why CAILC initiated this project. This is a beginning in addressing the gap between the providers, the centres and individuals with disabilities.

The handbook portion of the literacy project was contracted to the Niagara Centre for Independent Living. This local pilot project was designed to test a community development program aimed at enabling the disability community and the literacy community to initiate mutual training exchanges in order to better enable the ILRCs to have local access to Literacy Awareness Training (LAT) and to

better enable the literacy practitioners to have access to local Disability Awareness Training (DAT). The goal of the project was to document the process of setting up the LAT and DAT exchange programs and to compile the information and educational materials into this resource handbook.

At this time I would like to thank the Niagara Centre for Independent Living for the successful delivery of the local pilot and Judy Calvin, the project coordinator and writer of the handbook. I would also like to thank the members of the local advisory committee for their time and dedication.

Traci Walters
National Director

THE PILOT PROJECT

It is with pleasure that the Niagara Centre for Independent Living presents, <u>A Community Handbook on Developing a Literacy and Disability Awareness Training Program</u>. We were very fortunate to have been able to carry out this pilot project. The project has helped us identify literacy issues and to examine options that we had not considered before. The Literacy Project has shown us what it means to be truly accessible as a Centre. As well, this project has given many members of the Centre a chance to achieve personal goals and find new challenges.

The Centre has been able to begin a positive and comfortable rapport with literacy providers in Niagara. Through the workshops, literacy providers have a better understanding of what it means to be a person with a disability. Literacy providers now understand the issues, barriers and challenges facing people with disabilities who would like to improve their literacy skills.

The workshops that were provided to staff helped us to develop our understanding of literacy. Workshops on Clear Language and Deaf Literacy allowed us to become more sensitive to the needs of consumers. We immediately used some of the ideas presented. For example we made changes to our newsletter which made it easier to read. We have received positive feedback that has encouraged us to continue to look for and remove any barriers we may be creating ourselves.

This project was much more than just producing a handbook. It was about developing skills, building friendships and making literacy a tool for achieving independence. The project was a success because of the energy, commitment and dedication of the Project Coordinator and the Literacy Advisory Committee. Thank you, Judy, Pat, Chris, Marnie, Irene and Tom for opening our eyes.

Donna Plonski

Executive Director
Niagara Centre for Independent Living

INTRODUCTION

The <u>Community Handbook on Developing a Literacy and Disability Awareness Training Program</u> has been developed for the Independent Living Resource Centres in Canada as the second phase of CAILC's National Literacy Project. The Handbook will enable Centres and other consumer[1] groups to further their efforts towards empowering individuals with disabilities to make their own choices and participate in the community. The Handbook will increase awareness of literacy issues as they relate to people with disabilities. The Handbook will look at this issue from two sides.

To begin with, the Handbook will discuss methods which will make Independent Living Resource Centres (ILRCs) more accessible to consumers with low literacy skills. This includes: the paper produced, posters, attitudes and expectations. As well, it will explain why Independent Living Resource Centres should become involved in the important issue of literacy.

Then, the Handbook will show how Independent Living Resource Centres can develop a Disability Awareness Workshop to be delivered to community literacy programs. From the Disability Awareness Workshops, an exchange of information can develop between literacy programs and the ILRCs with mutual benefits.

Partnerships between the Independent Living Resource Centre and community literacy programs could be developed from these contacts. By bringing together staff and volunteers of ILRCs and workers in the literacy field, we can begin to look at solutions to the problems surrounding the issue of literacy and disability.

The following three stories are written by consumers about their experience with the education system. The stories are illustrations of some of the typical barriers people with disabilities face when seeking literacy skills. There are many other stories and each story is unique. Some of the consumers who visit an Independent Living Resource Centre will have low literacy skills. In order for the Centre to encourage and enable consumers to take control of their lives, the Centre must respond to the issue of literacy.

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[1]In this document consumer is defined as a person with a disability

CHRIS' STORY

My name is Chris Carpenter. I am 21 years old. I live in Welland, Ontario. I have been involved with the Niagara Centre for Independent Living for almost two years as a member. Now I am on the Board of Directors for a term of three years. My specific disability is Cerebral Palsy. I also have a somewhat severe case of epilepsy. I am a Blue Jays fan!!!

HOW I GOT TO WHERE I AM

Up until grade five I was in the mainstream of things. I was moved to a General Learning Disability class and a Specific Learning Disability class which at that point in time was very unorthadox because of the way things were done. Meaning that things were handed to you and you didn't have to work at it you just had to fill in the answers. Then in grade 9, I went back to the mainstream of education and found it very difficult. It was very stressful dealing with the demands of a regular grade. I didn't know how to fit in and was unable to complete work in a certain time frame. I felt that I was unable to go at the same speed as my classmates to finish the assignments.

Through perseverance, determination and confidence I completed up to my grade ten education. The school I attended to do this was Lakeport Secondary School in St. Catharines, Ontario. The best part about school was the attention and support I received from one specific person. Her name is Linda Howden and she was a special education teacher in a regular mainstream High School. She has given me the encouragement and the motivation to go as far as I can in school. She told me I could accomplish anything as long as I put my hard work and my mind to what I was doing.

High School was more difficult because I was thrown into a pack of wolves. I was expected to survive at their level and speed after being in General Learning Disability and Specific Learning Disability classes for approximately 4 years. I finished up to my grade 10, then I had to leave school due to family and emotional issues.

THE LONG ROAD IT TOOK TO GET TO WHERE I AM

After about 5 years I tried to go back to school through correspondence. I got 1/2 a credit done and gave up due to the overwhelming stress and the frustration that I encountered. It was also due to my teacher being 600 km away in Windsor and me being in Welland, Ontario. It was very difficult to get the support that was needed. Then this past September, 1993, I had gone back to an adult learning program at Westbrook Secondary School, in Welland. Then I had some medical problems and was asked to leave due to not regularly attending the program.

WHERE I WOULD LIKE TO BE IN FIVE YEARS

I would like to obtain my grade 12 high school diploma. I would like to go to college and do a program to get a good career so that I would not have to depend on Social Assistance for the rest of my life. I dont know exactly what I would like to do in college but the Social Service Program or something like that would be really good. I would also like to help other people with their educational goals. I would like to help people who are going through the difficulties that I endured. I would still like to be involved with the Niagara Centre for Independent Living in any aspect that was needed.

TOM'S STORY

My name is Tom. I have had Cerebral Palsy from birth. I am 40. When I was growing up my education was not very good.

The town was Woodstock, Ontario. My education started at 7 years old. I remember grade one and two. They were in the same room on the ground floor of one building. That was O.K., but three and four were up on another floor, in another school, across town. Until I got to grade four I thought I was doing O.K. at school. I was on the top floor of a three storey building. A fire drill was happening that day. I was aware the children all went down the stairs. I was told to go down so far with a teacher, hand in hand, because I needed some help on the stairs. I got down to the bottom where the teacher told me to wait. A person from the Ministry of Education and the Fire Chief were outside looking up at the window where I was standing with the teacher. If there was a real fire I would not have been able to get out of the school quickly and safely. To this day I do not know how he got me out of school so fast. The next day I wanted to go to school but my mother broke my heart. She told me I was not allowed in school anymore. I didn't understand why my brother and sister were going to school.

It was business as usual in the Bailey home. My dad went to work, the two others went to school and I was left home with my mother. She tried to make school very interesting for me. I had trouble learning back then, especially math. That was the mid 60s to the mid 70s.

We moved to St. Catharines in '79. My grandmother was living on the family farm. Bigger and better things for me. A school for children with disabilities had just opened up in the region. I was on the ground floor of the school. I went for my 6 to 8 education, very often on a one-to- one basis. I had good transportation to school.

After a few weeks my mother taught me half days. The Ministry found out about that and said he needs to be in school. My parents said no! They got me a home teacher. I had to go to her home each day. After 6 months she got sick and had to stop teaching. So my parents had to have me at home and my mother started teaching me again. At different times of the year a person from the Ministry of Education from Woodstock would come to the house to hear me read. I was always nervous when he came; I didn't like him at all.

In the mid 80's I went to adult education in St. Catharines. I went from grade 9 to grade 12 in ten years. I went 12 months of the year. I was very determined. How adult education works is that you sign in and out. The requirement is that when you go you have to be there so many hours a week. One of many instances I remember was the food fight in the main lunch room. There were adults and students that went to the school who were throwing food! That day I thought I would get a somewhat quiet lunch but I was wrong. Before I knew it without anybody watching, a food fight started. I got out of there fast as possible into the kitchen. That didn't stop me; I knew my rights. The next time I was harassed was in the washrooms so I used the staff washrooms for men. That worked O.K. Nobody said anything. If they did I would have stood up for myself. When the school year was over the principal and the vice came to me and apologized for the students behaviour in the food fight and for other things that happened throughout the year.

I took the winter off. I plan to go back to school and get my Ontario Academic Credit, grade 13. I will be in my 41st year when I go to school. There is nothing to stop me from going back to school.

<div align="center">
by Tom Bailey
from Thorold, Ontario
</div>

IRENE'S STORY

My name is Irene Kis-Ploszczansky. I was born with Cerebral Palsy, October of 1955. I can walk with a walker, or if someone holds my hand, but for long distances, I use a manual or electric wheelchair. I can dress but not feed myself. I communicate with a communication board, by writing writing notes or through my talking computer.

In 1990, I moved out on my own into an apartment which provides attendant care services. In 1991, I got married to my husband, John. I am a writer. I have my own column in the Niagara Falls Review; it is about disability issues and I write in some disability newsletters. I wrote a biography of my childhood, but I haven't had any luck getting it published.

I wanted to attend school but I couldn't. Children with disabilities couldn't attend school as they do now.

In Niagara Falls, there was a school which was called Bellhavan. It was for children with developmental disabilities. When the other children were playing, the teacher gave me math and reading. The teachers saw that I could learn so they contacted the Board of Education. A teacher came to the house to teach me. I would go to Belihavan in the morning and the teacher would come to me after school. She said to my mother, "Irene learns more in two hours than some children learn in the whole day."

A few years later, the Niagara Peninsula Children's Centre opened for children with disabilities. They did therapy and schooling. The Centre started in the St. Catharines General Hospital in the basement.

Most children were severely disabled. I was the one who could do things for myself and others. The teacher would let me help out with the others such as teaching or/and playing. At the time, I thought that it was great but it wasn't because it was harming my education. There were some things that the teacher made us do that were odd. That was chew gum and stand up all day. He believed that chewing gum would improve our speech and standing up would improve our balance. He left after four years.

The new teacher was a woman. She got all the children into one room. I had to sit on a blanket on the floor because there was no room for my desk. In the morning, I was in class and in the afternoon was in therapy. A therapist tried to teach me how to feed myself.

The Centre moved to the Hotel Dieu for two years and then they built a permanent Centre. I had more therapy than schooling. I had to leave the Centre when I was twenty-one because that is the mandate.

I took up Correspondence Courses and also the teacher and therapists suggested that I go to the Ability Centre (sheltered workshop) run by the Ontario March of Dimes, in Welland. I went there just for recreation, four days a week. They had a teacher come one day a week; he did lessons one-on-one. I did my correspondence courses every evening.

I opened and ran a Drop-in-Centre for persons with disabilities in Niagara Falls, for four years. For two or three years I had stopped doing correspondence courses because I was writing my biography. I developed a Volunteer Program for a residence in Welland.

I contacted the Vocational Rehabilitation Services (VRS). A councillor came to the house. I had to get back to him to tell him my goal in life. I told him that I wanted to go back to school to finish my Grade 12 and go to College. I want to become a Public Relations person.

Niagara College had Ontario Basis Skills. This program has four levels. When you finished the fourth level, it's Grade 12.

I applied in May and that September, I was in school through VRS. They paid for a cab to take me back and forth. I went to the Welland Campus. The class was in a mobile unit. The cab driver would walk me in and sit me at my desk. I couldn't go for a break because as soon as I would get to the building it was time to come back. I couldn't use my wheelchair because the mobile unit had stairs. Classes were half a day.

Other students were great! They set up my typewriter. Also they picked up all handouts and books for me without me asking for them. Somebody got a drink for me at break. Sometimes, we joked in class.

The third year, they moved the class into the building. I had another problem. At that time, I didn't have my electric wheelchair so I had to find someone to push me. It was too far for me to use my walker. I made friends and they would help me. I could go on breaks with them.

My councellor suggested that I would get around better at the St. Catharines Campus. I could use my walker.

I finished my Level 3 with a mark of 75%. I had all of my books taped because I can understand better than reading myself. I started Level 4, I found it very difficult and that year I had some health problems so I had to stop the program.

The teachers at the College recommended to my VRS Councillor to have me tested for my reading skills and how far I could go in school, so I was. The result was I would be able to finish high school and go onto College. At the time, the test showed that I could read at the level of Grade 6. But everything would have to be taped for me and it would be very difficult for me.

My VRS Councillor thought that a tutor would help me with my Correspondence Course. I still have the tutor today. We work on my writing skills.

I am trying to get my Grade 12 by Correspondence Course. I have four and a half credits to go. I will find a way to finish my Grade 12. I assisted in the literacy committee workshops. I was very thrilled that people wanted to learn about persons with disabilities. Many people's eyes were opened with the Consumer Presentations. They were overcome by how persons with disabilities accepted their disabilities and managed in life. They also realized how hard it is for people with disabilities to get an education.

The people were glad when they stopped the Disability Simulation that we had for them to try. A man did a great wheeley, but lucky for him that he had a wall on both sides. A woman was in my electric wheelchair but she was afraid to go down on a lift. I wonder why? It is all right for us, people with disabilities.

Section One

LITERACY AND PEOPLE WITH DISABILITIES

Literacy is a very important issue for people with disabilities. Many people with disabilities do not have the opportunity to become adequately educated and either cannot read or write or have low literacy skills.

Our society is defined and functions by the written word. When people have trouble reading and writing they have difficulty participating fully in society. They don't have the opportunity to voice their opinions. It is difficult to find and keep a job. Many people who have low literacy skills live in poverty.

Many people with disabilities are not employed and live in poverty because of a number of systemic societal barriers. Not being able to read or write at a functional literate level is one more strike against them.

The mission of Independent Living is, "to promote and enable the progressive process of citizens with disabilities to take responsibility for the development and management of personal and community resources". This means that people with disabilities should be able to participate as fully as they want in their respective communities. Without literacy skills consumers are not able to participate.

If Independent Living Resource Centres are to achieve their goal of enabling people with disabilities to live independently within their respective communities, then literacy must be a priority. ILRCs must be committed to reaching out to people with disabilities who have low literacy skills. Centres must be committed to promoting literacy programs within their communities that include people with disabilities.

It is important to take what you learn in this section and incorporate it into the Disability Awareness Workshop for Literacy Workers in Section Four. When seeking the proper literacy education programs, literacy workers need to be aware of the barriers facing persons with disabilities as well as general disability issues.

There are many definitions of literacy. Literacy means different things to different people. People's experiences help them to develop their own definition of literacy.

For some people literacy is being able to read the newspaper. Another person may think that reading street signs means that a person is literate. Still, other people may feel that they are not computer literate. Literacy is a personal matter.

For most people, the word literacy means reading the alphabet. Literacy can also mean reading Blissymbols, Braille, symbols, numbers, signs, communication boards and countless other forms of communication.

The United Nations Economic, Scientific and Cultural Organization (UNESCO)(1 978) defined literacy in terms of basic literacy and functional literacy,

According to UNESCO (1978), a person has basic literacy skills if they can,

> "read and write a short simple statement on their everyday life".

If a person has a low writing and reading level then they have basic literacy skills. According to the 1990 Canadian Census, 7% of Canadians cannot read, and 9% of Canadians can only read basic words.

Having adequate literacy skills is a basic need in our society.

Functionally literate people can use reading and writing skills to work and live in their community. The UNESCO definition, developed by William S. Gray, states that a person is functionally literate when they have,

> "acquired the knowledge and skills in reading and writing which enables the individual to engage in all those activities in which literacy is normally assumed in their culture or group."

In other words, functional literacy means that a person can get by on a daily basis without too much trouble.

Many people accept that the completion and understanding of grade nine is the minimum level of functional literacy. In Canada, there are over three million people who have not finished grade nine. Most jobs require more than a grade nine education and in most jobs you do have to use reading and writing skills. (Broken Words, 1990)

So what tasks define functional literacy?

In <u>Broken Words</u>, the Southam Survey found that the following tasks can easily be completed by people who are functionally literate,

- Read and understand the right dosage from an ordinary bottle of cough syrup
  (10% of Canadian residents cannot do this)

- From 6 road signs, pick out the sign which warns of a traffic light ahead
  (13% of Canadian residents cannot do this)

- Circle the long distance charges on a telephone bill
  (29% of Canadian residents cannot do this)

- Figure out the change from $3.00 if you order soup
  (33% of Canadian residents cannot do this)

- Find a store in the Yellow Pages
  (50% of Canadian residents cannot do this)

The Canadian Census[2] tried to measure the percentage of Canadians who are not functionally literate (1990). Statistics Canada used the UNESCO measurement of functional literacy which is the completion of grade nine level of education. The Census reported that 24% of Canadians have completed less than a grade nine level of education. As well they reported that 7% of the Canadian population cannot read or write. When the Census looked specifically at people with disabilities within

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[2]Canadian Census measures people over 15 years of age who do not live in institutions, prisons or on reservations.

the population, it found that 38.2% have not completed a grade nine level of education and 66% of developmentally disabled individuals are functionally illiterate.

Keep in mind that while these statistics are useful to gain a national perspective they may not represent the population of a particular community. Remember that while the Canadian Census looks at the number of-people out of 100 that fit into a particular category, the Independent Living Resource Centre must deal with individuals and each individual's situation is unique.

BARRIERS TO LITERACY

There are many reasons why the numbers of people with disabilities who are do not read at a functional literacy level are so high. Unfortunately, there are numerous barriers which prevent people from becoming literate or improving their literacy skills. Often a person is confronted with a combination of barriers. An individual acting alone can have great difficulty overcoming these barriers. ILRCs can become involved in helping to remove these barriers from literacy programs within the community. The first step is to recognize that these barriers exist.

Physical Inaccessibility

There are physical barriers to learning which exist for people with disabilities. The most obvious physical barrier is a building that is inaccessible. In some cases the building may be accessible but activities that take place outside the classroom are held in places that are inaccessible. Books, computers and other resources may be kept out of reach of a consumer.

Family Care

A barrier to learning that exists for many people are family responsibilities. Some literacy programs offer child care at the program for children of students in adult literacy classes.

There are also adult students who are the primary caregiver for their elderly parents. If they are unable to get someone to help with this responsibility then they are not able to leave home to go to school.

Many people, in most cases women, have additional family responsibilities that act as a barrier to returning to school or entering a tutor p rogram.

Attendant Care

There are few literacy programs that offer attendant care services. An attendant assists with the personal needs of the consumer, if asked to do so by the consumer. The attendant may assist with feeding, toileting, note-taking and page turning.

Transportation

In many cities and rural areas there is inadequate public transportation for consumers. Where transportation does exists it can be expensive. There are literacy programs that offer transportation to and from the literacy classes. However, these shuttle buses may not be accessible.

Attitude

There are barriers to learning which are based on community attitudes. People may label consumers and, wrongly, believe that consumers can not learn. Society is lacking relevant information about people with disabilities. Many tutors express a fear of working with a consumer. The tutors believe

that they do not have the skills to teach a person with a disability and that they lack relevant information.

This barrier is often the most difficult to overcome for people with disabilities who wish to gain literacy skills. It is much easier to build a ramp or renovate a washroom than to change someone's attitude.

Technological Aids

Community barriers to increasing an individual's literacy level may also include access to resources. Literacy programs may not have access to large type materials and alternative format materials. There are technological aids that can assist a consumer in increasing his or her literacy level. These include computer programs which can translate Blissymbols into English, page turners, book stands, resources to take notes and TTYITTD (telephone device for the deaf).

Cost

There are not enough literacy programs in general and many programs do not have resources for technological aids, attendant care, daycare, accessible transportation or making a building accessible.

Personal Barriers

Another barrier is the personal barriers that many people face when going back to school. For people who have a low literacy level, school (if they had the opportunity to attend) may have been a bad experience. People may have been labelled or told that they would never learn. People may have been segregated into special classes and not had the same opportunity to learn to read as their peers. For these and countless other reasons people may be afraid to go back to school.

Communication Barriers

For some people with disabilities overcoming these barriers is only the beginning. For people who are deaf or non-verbal, finding an adequate literacy program is the next hurdle. Communication is a basic component of literacy and people who are deaf or non-verbal communicate by methods other than speaking and hearing. Therefore, gaining literacy skills becomes particularly difficult.

COMMUNICATION AND LITERACY

Communication is a necessity for full participation in this society. Many people who communicate by methods other than speaking and hearing are isolated from mainstream society. The basic tool that literacy teachers use, communication by speaking and hearing, cannot be used. This issue warrants further discussion.

Literacy and People who are Deaf, Deafened, Hearing Impaired and Hard-of-Hearing[3]

Deaf means a person born with a "profound hearing loss". Most people who are deaf go to special schools and use American sign language (ASL) or langue des signes Quebecoise in Quebec (LSQ) to communicate. These people make up the "deaf community".

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[3]Informational Source: Mr. J.C. MacDougall, PhD, President & CEO, Canadian Deafness Research and Training Institute.

People who lose their hearing after they learn primary language skills are called **Deafened.** Their needs depend on when they lost their hearing and how much of their hearing they lost. Deafened people may learn ASLJLSQ and become part of the deaf community. Other Deafened people will use hearing aids and other aids to help them hear and speak.

Hearing impairment is any type of hearing loss. Some people want to be called hearing impaired instead of deaf. These people probably don't use sign language.

It is also important to know that one third of people with hearing loss have another disability.

Many people with hearing loss have trouble speaking and they may have trouble reading and writing. Most adult deaf people read at a grade 3-5 level. There are different explanations on why this occurs.

Some people think that if deaf people had better training in speaking and hearing they would be able to read and write better. This is called the **oral** view.

Some people think that if deaf people were taught Sign Language in the school system they would be able to read and write better. They think deaf people are not taught enough language skills when they are young.

Other people think that deaf people have trouble reading and writing because they can't hear themselves read. These people think that language skills are learned by hearing and speaking and you have to have language skills to learn to read and write.

Many people are trying to find out why deaf people have trouble reading and writing. Probably each of the views is partially correct. An awareness of all of the views is important.

Most deaf people will use writing as a way to communicate on a daily basis to write short notes to ask and answer questions. If they cannot lip-read then they will read notes. Low literacy skills are a barrier to communication for people who rely on writing and reading notes.

Adult deaf people who use Sign Language and have trouble reading and writing need to be able to communicate to participate fully in society. To talk to deaf people on the phone a TDD/TDY (telephone device for the deaf) is used. To talk to people who are deaf face-to-face a sign language interpreter is needed. If you don't have a TDD/TDY then the 1-800 Bell telephone operator can provide assistance.

It is important to know about local deaf clubs and the local chapter of the Canadian Association of the Deaf (CAD). All provinces have one or more programs to help deaf adults read and write. In the classes, deaf adults learn to read and write by learning more Sign Language. The language used in these classes is ALS\LSQ.

There is another kind of sign language called Signed English or Manually Coded English, but it is very limited. Many teachers and professionals like this kind of sign language. The deaf community prefers ASL.

People who are deaf learn by methods different from those used by people who can hear. Trying to use the same methods may make people who are deaf feel inadequate because they may have difficulty learning in this manner.

New ways of teaching deaf people in Canada to learn to read and write are being developed. To find out more contact local deaf organizations for suggestions.

Literacy and people who are non-verbal

The inability to communicate effectively through speech occurs for a wide range of reasons. This can include persons with a physical disability, a developmental disability, or people who have had a stroke. The nature and degree of speech difficulty will vary from person to person.

Many people who cannot communicate through speech have been denied the opportunity to learn how to read and write. They are often not accepted in mainstream schools. Many teachers or literacy workers feel they are not qualified to teach people who are non-verbal.

To have effective communication there must be at least two participants, a sender and a receiver. People who are non-verbal have ways of communicating; however, many people do not understand the methods used. For example, a person may use gestures such as blinking or looking up or down to communicate common messages such as "yes" or "no".

There are a number of devices that a person who is non-verbal can use to help communicate. These include Communication Boards which feature a variety of written or graphic symbols representing words, ideas, or phrases. Bliss is a well known communication system which uses graphic images. A person using a Communication Board points to a picture, phrase, or series of letters and the reader must interpret the message out loud. An example of a Communication Board using letters and phrases is on the next page, followed by an example of a Blissymbolics board which uses graphic symbols.

There are a variety of electronic communication devices which have an electronic voice and are known as Alternative Augmentative Communication Systems. They may use graphics, pictures, words or a regular keyboard. There are a number of computer programs that have speech synthesizers. A learner may need to have literacy skills to use the program. However computer programs can be used to further develop literacy skills.

It is important that an instructor or tutor become familiar with the particular communication system a non-verbal learner uses. It is also important to remember that communication by the methods described above wilt be slower than communicating by speaking. Patience on the part of both the learner and instructor is necessary.

1 2 3 4 5 6 7 8 9 10

Q W E R T Y U I O P

A S D F G H J K L

YES   Z X C V B N M ?   NO

start over   I   you   and   but   my   an

a   the   where   when   who

—ed	—er
—n't	—ing
—est	— ly

They   what   with   now   for   at   of   on   want

in if to so do have how am is are like not

Please Thank You   Drink   Mr Mrs Miss   Ms

Niagara Centre for Independent Living

THIS IS AN EXAMPLE OF A COMMUNICATION BOARD (SIDE B)

HO	WHERE	WHAT	WHEN	VERB	HOW MANY? WHAT COLOUR?
	school	book	now	want	
you	work	watch	today	see	1
mother	home	chair	tomorrow	like	2
father	therapy	car	yesterday	have/has	3
brother	kitchen	skirt	In a week	Is/are	4
sister	bedroom	blouse	month	hurt	5
aunt	bathroom	sweater	Jan.	broke	6
uncle	store	dress	Feb.	watch	7
cousin	downtown	coat	Mar.	eat	8
teacher	camp	hat	Apr.	drink	9
n pal	church	t.v.	May	sleep	10
doctor	Niagara Falls	radio	June	put	red
girl friend	St. Catharines	sad	July	go	blue
boy friend	Welland	happy	Aug.	ride	green
wife	Thorold	sick	Sept.		yellow
husband	Toronto	mad	Oct.		orange
my	NCIL	boy	Nov.		black
your	hospital	girl	Dec.		brown
his	doctor's	man	Sun		purple
her		lady	Mon		white
heir			Tues		how many people?
			Wed		
a			Thurs		

BLISSYMBOL BOARD

I, me				wheel	machine
you	(to) eat	(to) drink	happy	sad	house	apartment
man	(to) see	(to) hear	hot	cold	library	school
woman	(to) say, tell	(to) think	good	bad	pen, pencil	blackboard
	(to) come	(to) go, leave	in, inside	out, outside	table	chair

computer | calculator

game | ice hockey
basketball | football, soccer

eye	mouth	(to) start, begin	(to) end, stop	before, in front of	after, behind	book	paper, page	food	drink
nose	ear	(to) like	(to) want	over	under	television	radio	sandwich	milk
hand	legs and feet							hamburger	soda pop

BLISSYMBOLICS COMMUNICATION INTERNATIONAL
250 Ferrand Drive, Suite 200
Don Mills, Ontario M3C 3P2
CANADA

LITERACY SUPPORT

How can Independent Living Resource Centres assist people who do not read or write or have low literacy skills? The first step is identification. Many people who cannot read or write or have low literacy skills will not identify themselves. A person who has difficulty reading or writing will have created compensation strategies in order to participate in the community. Often people with low reading and writing skills have developed an excellent memory.

If you suspect that someone has low reading skills, do not confront them directly. People try to hide their low reading skills. Many people are embarrassed and reluctant to talk about their reading level and their learning experiences. By bringing the issue up directly with a person they may be intimidated and not return to your centre.

If you have a good rapport with a consumer, who you suspect does not read or write well, you may decide to talk about upgrading options. At this point it is important to supply information without being judgemental. Be sure to listen carefully to all decisions made by a consumer. Be positive and reassuring. Making the decision to go back to school or to enter a pre-employment program is a major decision. It can be quite an emotional experience for an adult.

The following are signs of a low level or non reader:

- "forgets their glasses" at home

- spends too much, or not enough time looking at written materials

- detailed, written instructions are followed incorrectly

- misses appointments or arrives at the wrong time

- information is from a friend, boss or T.V., not from a newspaper or magazine

- memorizes tasks rather than writing them down

- asks several times for oral instructions to be repeated

- pieces of paper are stuffed into pockets, person says, "I'll read them later"

- watches what is said, not what is written

- asks other people to fill out forms, returns forms later

- has difficulty with public transportation (street signs, bus numbers)

- watches others before beginning an assignment

If you think that someone may have low reading and writing skills you may decide to offer information. Remember that the person has probably spent a great deal of energy hiding their literacy skill level. People who are supported and encouraged may choose to enter an adult education program. The decision belongs to the individual. Your role should take on a supportive capacity.

Once a person has decided that they wish to enter an adult education program they may come to the Centre for information. Before referring any person to a literacy program, volunteers or staff of the Centre should conduct research into the literacy programs offered in their community: What programs are available in the community? What type of clientele are served? Are the organizations aware of the

differing needs of people with disabilities? What approach does the organization take to teaching literacy skills? The staff at the ILRC must always keep in mind the requirements and preferences of the individual.

The following are brief descriptions of the different types of literacy programs that might be found in the community. Some programs may not be available in a particular community.

Boards of Education

Through the Continuing Education Department, many School Boards offer classes for adults. In some areas it is possible for adults to attend an adult high school in order to complete their diploma. School Boards may also offer literacy and upgrading classes for adults.

Community-Based Programs

Community-Based Programs respond to the needs of the community. o The programs are based on a learner-centred approach to learning. Programs may take place in a library, community centre, church, union hail, social service agency, or a separate building. Community-Based Programs are administered through a local Board of Directors.

The Community Based Programs may focus on a particular representation of the public. Depending on the needs within the community, literacy programs may focus on women's literacy, deaf literacy, or youth programs.

College Programs

Community Colleges offer adult upgrading programs. In some cases an adult student will be eligible to apply for admission into a College Program when they complete the upgrading program. Many Colleges have a Special Needs Office. The Special Needs Office may pro vide note takers and books on tape.

Workplace Programs

There are workplace programs that take place at a work site. Other workplace programs may take place off-site at a union hail or other community centre. Some workplace programs are organized by the union, others by the management and others by the employees. Workplace programs can be small group or one-to-one tutoring.

Native Literacy Programs

Native Literacy Programs are often run through a Native Community or Friendship Centre. Native Canadians are able to improve their reading and writing skills, upgrade or complete a secondary school diploma through a program that meets the students learning and cultural needs Native First Language literacy classes are offered by some Centres (for example Cree, Mohawk).

Tutor Programs

Tutor programs are one-to-one programs. There is one volunteer tutor and one student. The tutor-student pairs usually meet for three hours a week. The tutor may go to the student's house. Learner committees and Tutor training sessions are an integral part of these programs. These programs are administered through a Board of Directors.

How to find the Programs

There are a number of ways to find out what literacy programs are in your area. In Appendix A of this handbook there is a list of Provincial Literacy Organizations. These Provincial Organizations will be able to give you the name of a local contact person.

For information on School Board Programs, it is possible to directly contact the School Boards in your area. To find out about Community- Based Programs contact your Community Information Service, Community Directory or check the Telephone Book. Literacy programs in the Telephone Book may be listed under: Literacy, Adult Basic Education, Education, Schools, or Learning.

Highlights of Section One

- many people with disabilities have low literacy skills or cannot read or write

- without literacy skills people cannot fully participate in society

- There are many barriers preventing people from gaining literacy skills that must be overcome. These barriers include lack of physical accessibility, not enough daycare, not enough attendant care, not enough accessible transportation, few technological aids and limited funding.

- the barrier of communication exists and must be dealt with, for people who are deaf or non-verbal

- ILRCs must be aware of community Literacy Programs

- the Independent Living Resource Centres can provide a warm, comfortable environment where people with disabilities wishing to up-grade their literacy skills can receive support

- try to include what you have learned in this section in the "Disability Awareness Workshop for Literacy Workers"

Section Two

MAKING ILRCs LITERACY ACCESSIBLE

The Independent Living Resource Centres provide a service to citizens with disabilities w ithin the community. In order to serve the community the Centres must clearly communicate information. Therefore consumers will all have equal access to the information. The Centres should provide a comfortable non-intimidating environment.

A good way to d o this is to conduct a literacy assessment of the Independent Living Resource Centre. When the assessment is complete follow up with changes. The Centre should have a policy to only produce materials in Clear Language.

WHAT IS CLEAR LANGUAGE?

Clear Language may also be called: plain writing, plain English, clear writing or readability. Using Clear Language will make written work easier to understand.

Using Clear Language makes materials more comfortable to read for all readers. People who have difficulty with written materials will be able to read Clear Language documents easier than documents written in fancy language. People who are good readers will not be questioning what the writer really means to say.

The material that is written in Clear Language is not dull or childish. It does not insult the reader. Rather, Clear Language is direct and focuses on relevant information.

Suggestions on How to Use Clear Language

Design

When readers look at written work, the first thing they notice is the layout. A document, pamphlet or newsletter that is written in Clear Language will have:

- white space - space where there is no graphics or text

- relevant graphics and illustrations

- simple and clear design

- larger rather than smaller type size

- dark type on light paper (the best choice is black print on white paper)

- no more than 3 type styles

- justification on the left side only

- no words that are hyphenated

Arrange Ideas

Well organized information on a page will increase the clarity of a document. An organized page is easy to follow and understand. An organized document will have:

- one idea for each sentence

- one idea for each paragraph

- short sentences, no longer that 25 words

- titles and spaces to direct the reader

- important information at the beginning of a paragraph

- enough information

The Words We Choose

Clear Language uses words that are common and familiar. Be sure to choose words that do not exclude the reader. Difficult language does not impress most people. When writing a document in Clear Language:

- look for unnecessary jargon (ie: Community services are interfacing to develop a model of program partnerships, instead use, Programs are working together)

- explain acronyms (ie: CAILC, The Canadian Association of Independent Living Centres)

- use the active voice (subject, verb, object) (ie: I read the newspaper every day, rather than, The newspaper is read by me each day.)

- use verbs, not nouns that have been changed into verbs, ie. avoid words that end in "ization" (ie: Instead of "formalization" use "to make it formal")

- remove language that suggests race, gender, class or other bias * use clear, familiar language

The suggestions listed above will make pamphlets, newsletters, minutes and other documents easier to read.

SUGGESTED WORDS TO USE

There are a number of ways to say the same idea. If possible, choose words that are familiar and clear. The following is a suggested list of words to avoid and words to use. Add your own suggestions!

AVOID	USE
accompany	go with
accomplish	do
adequate	enough
afford an opportunity	let, allow
anticipate	expect
approximately	about
assist	help
attached herewith is	here is
at the present time	now
commence	start
components	parts
conclude	end, finish
concur	agree
consequently	as a result, so
cooperate	help
critically evaluated	evaluated
demonstrate	show
endeavour	try
exhitit	show
facilitate	help
failed to	didn't
forward	send
has the capability	can, is able
identical	same
implement	begin, start
indicate	show
initial	first
institute	start, begin
interface	talk, discuss
in the absence of	without
in the eve nt that	if
locate	find
maintain	keep
modify	change
notify	tell
on the basis of	by, from
participate	take part
permit	let
practioner	worker
prior to	before
provided that	if
purchase	buy
relating to	about
request	ask
retain	keep
state	tell
subsequent	later, next
terminate	enough
the manner in which	how
transpire	happen

AVOID	USE
until such time	until
utilize	use
with a view to	to
with reference to	about, concerning
with respect to	on, about
witnessed	saw

LITERACY ASSESSMENT (in 5 stages)

1. SUPPORT

In order to make the Centre more literacy accessible you need the support of the Board of Directors, the Executive Director and the staff.

2. DEVELOP A COMMITTEE

It is important to have a committee that consists of people with diverse backgrounds. The committee should include members of the Board of Directors, staff and consumers. If possible, ask a community literacy program director to act as a consultant.

3. APPOINT A COORDINATOR

A staff member may be designated as the Literacy Access Coordinator. It would be this person who would be responsible for facilitating the Literacy Assessment.

4. CARRY OUT THE LITERACY ASSESSMENT

The Literacy Access Coordinator would be the person who carries out the assessment. They may ask the questions, record the answers, and make recommendations to the Committee. The Coordinator could facilitate a discussion with staff and the Board or ask the questions on a one to one basis. Suggested questions are on the following pages.

There are 6 areas that are assessed:

1. Printed Materials
2. Verbal Communications
3. Personal Staff Development
4. Office Space
5. Promotional Methods
6. Goals of the Centre

5. ONGOING EVALUATION

The Committee could recommend changes based on the results found by the Coordinator. The assessment should occur on a regular basis.

THE LITERACY ASSESSMENT

The answers to the following questions will assess the "Literacy Accessibility" of the Centre. The Assessment can be carried out individually, as a group or with one person recording the answers.

Printed Materials

The printed materials include the pamphlets, newsletters and flyers that the Centre distributes. Printed materials also include any forms that are used between staff. Examples of these written materials include, assessment forms and mileage forms, meeting agendas, meeting minutes, by-laws, policy and procedure manuals and memos.

Suggested questions to ask ...

1. Are all of our printed materials written in Clear Language?
2. Are print materials available in alternative media?

3. Are print materials available in languages that are spoken in the community?
4. Are all print materials and forms necessary?
5. Are print materials easy to read, relevant and interesting?
6. Do the graphics help to interpret the printed text?
7. Do you ask people if they need help filling out a form?
8. Do you give information in non-written form?
9. Do you offer audio tapes to consumers who read at a low level?

Verbal Communications

Verbal communications include talking on the telephone, speaking in a meeting or in an informal setting.

Suggested questions to ask ...

1. Do you avoid acronyms?
2. Do you avoid using jargon?
3. Do you use street language?
4. Do you avoid using complex sentences
5. Do you speak clearly and not raise your voice
6. Do you have to clearly explain instructions orally so that consumers do not read instructions?
7. Do you encourage consumers to ask questions?
8. Do you use short simple sentences with English as a Second language consumers?
9. Do you provide interpretation services for consumers who do not speak the language of your Centre or to people who are deaf?
10. Are you aware of the cultural gestures used by all consumers?

Personal Staff Development

Staff Development includes individual development opportunities, guest speakers at a staff meeting and information distribution.

Suggested questions to ask ...

1. Does staff have the opportunity to learn about the literacy programs in your area?
2. Does the Centre circulate information on education and pre employment opportunities?
3. Do you receive newsletters from the literacy programs in your region? province?

Office Space

The Office Space includes where the Centre is located, the physical layout, how the Centre is decorated and the atmosphere of the Centre.

Suggested questions to ask ...

1. Is the Centre easy to locate?
2. Do you mention landmarks when giving directions to the Centre?
3. Is there a clear sign on the outside of the Building?
4. Is there paper clutter in the reception area?
5. Do the walls and bulletin boards have unnecessary printed materials?
6. Are the bulletin boards changed on a regular basis?
7. Are the bulletin boards at a comfortable height for wheelchair users?
8. Is the reception area inviting for low-level readers?
9. Do consumers have some privacy in the reception area?
10. Is the resource area in a quiet area?

11. Are resources in the resource centre accessible to people who use wheelchairs?
12. Is there adequate lighting in the office?

Promotional Methods

Promotional methods are all the ways that the Centre informs social service agencies, government funders, consumers and the community about what is happening.

Suggested questions to ask ...

1. Do you emphasize nonprint advertising? (ie. radio, pictures T.V.)
2. Are printed advertisements clear and easy to read?
3. Does the logo or symbol represent what the Centre does?
4. Is the telephone number of the Centre listed in several places in the phone book?

Goals of the Centre

The Goals of the Centre include the mandate, mission statement or the philosophical goals of the organization.

Suggested questions to ask ...

1. Do you try to find out if consumers would like to improve their reading and writing skills?
2. Has the Board of Directors identified literacy as an issue?
3. Does staff orientation include literacy awareness?
4. Does the Centre carry pamphlets and information on literacy programs in your area?
5. Do you refer adults into literacy/pre-employment programs?
6. Is access, including literacy access, a part of the Centres goals?

To find out what type of literacy training the ILRC staff would benefit from, the Literacy Access Coordinator could ask staff to participate in a training needs assessment. An example of a training needs assessment begins on the next page.

TRAINING NEEDS ASSESSMENT
For Staff at the ILRC

This questionnaire will take approximately 20 minutes to complete. The purpose of this questionnaire is to find out what you are interested in learning about in relation to literacy awareness for people with disabilities. The results will be generalised in order to develop literacy awareness training for Centre staff.

1. Are you interested in learning more about adult literacy?

2. Do you have any background in adult literacy/adult education? Explain.

3. When would you like the literacy awareness training to take place? (for example: at staff meetings, every 2 weeks)

4. How do you like to learn? (for example: discussion, lectures, active participation, workshop, handouts)

5. What do you hope to gain/learn from Literacy Awareness Training?

Please circle (1) if you are not interested in a topic or up to (5) if you are interested in a topic.

	NO				YES
Clear Language/Plain Writing	1	2	3	4	5
Learning Disabilities	1	2	3	4	5
Learning Theories	1	2	3	4	5
Literacy Programs in the area	1	2	3	4	5
Literacy Awareness (ie: definition, impact, terminology)	1	2	3	4	5
Statistics	1	2	3	4	5
Deaf Literacy Programs	1	2	3	4	5
Technology which would allow people with disabilities to increase their literacy level	1	2	3	4	5
Barriers to becoming literate	1	2	3	4	5
Women and Literacy	1	2	3	4	5
Family Literacy	1	2	3	4	5
Oral History	1	2	3	4	5
Native Literacy Programs	1	2	3	4	5
What to say to someone who may be a low level reader	1	2	3	4	5
Literacy resources (ie: books, videos)	1	2	3	4	5
Challenges facing low level readers	1	2	3	4	5

Other topics or comments

_____

_____

_____

_____

CLEAR LANGUAGE ACTIVITIES

JARGON

Objective:

To identify language that is not clear.

Materials:

List of words on paper (list below), pencils

Time:

20 minutes

Activity:

The facilitator will read out each word or phrase. Ask the participants what they think the word or phrase means. Encourage the group to come up with a general definition in Clear Language.

Write the Clear Language word or phrase beside the original word or phrase.

Translate the following into Clear Language:

- theoreticians
- streams of consciousness
- radical activism
- international stage
- significant compilation
- consumer-based change activity
- participatory action research
- moratorium on the equality rights provision
- unidentified nature of the disability collective
- social fabric
- highly psychologized society
- iatrogenic side-effect
- range of values promulgated by a given interest group
- incentive to invent interventions that are more socially appropriate...motor solutions currently in place
- an increasing proportion of the electorate favours outsiders rather than insiders who are perceived as too wedded to well-heeled interests
- a dichotomy that roughly parallels the two wings of the IL Movement
- a favourite social policy vehicle for more conservative elements because it reduces bureaucracy and greater consumer choice, an important hallmark of free market thinking
- ...undue participation of professionals who are often imbued with the trappings of the medical model
- the new alternative applies the principals of consumer choice, environmental modification and self-help in a customized alternative for a group of persons, considered by many, to be too high a risk because of their complex conditions.

Wrap-up:

> Ask the participants if they can think of other words or phrases that are commonly used in the workplace that are not clear. A future activity would be to write the Clear Language definition for each word or phrase.

HOW CLEAR ARE PAMPHLETS?

Objective:

> To show the language and graphics used in community pamphlets. To give participants the tools to design a pamphlet, with an awareness of Clear Language principals

Materials

> copies of 10 to 20 different pamphlets each participant should have copies of the same pamphlets flipchart paper markers

Time:

> 30 minutes

Activity:

> On flip chart paper briefly describe Clear Language. Clear Language means to use familiar words, good layout and easy to read type style.

> Give each participant 10 to 20 pamphlets that are available in the resource library. The participants should have copies of the same pamphlets. Ask the participants to look at the pamphlets and decide which ones are easy and enjoyable to read and which ones are difficult to read.

> On flipchart paper formulate a list of characteristics that make a pamphlet easy and enjoyable to read.

> Ask the participants to hold up the "best" pamphlet and the "worst" pamphlet.

Wrap-up:

> Look at the pamphlet from your Centre. Discuss what changes could be made to make the pamphlet easier to read. Try to make these changes as soon as possible.

Source:

> Donna Smith, London Literacy Network

Highlights of Section Two

- the literacy assessment is a valuable way to evaluate how the Centre responds to the needs of people who have low literacy skills

- it is important to examine the Centre's literacy accessibility from these aspects: Printed Materials, Verbal Communications, Personal Staff Development, Office Space, Promotional Methods and Goals of the Centre

- follow-up on the literacy assessment with the necessary changes

- find out what training the staff needs by having staff complete a staff needs assessment

- if people cannot understand information they will not learn

- implement Clear Language policies

Section Three

HOW TO DESIGN AND IMPLEMENT A DISABILITY AWARENESS WORKSHOP FOR LITERACY WORKERS

Several stages to be followed are suggested when designing a Disability Awareness Workshop. This is true whether the workshop is for two hours, a full day or a two day session. These steps are important to follow because they assist the facilitator in having a clear understanding of what occurs during the sessions and why it is occurring.

It is vital that the participants have ownership over their own learning process. The Program Design Model ensures that the participants have ownership in the whole process, starting with the Needs Assessment. It is important that the needs are identified by the participants. The original idea may come from the Centre or another source, but the participants must be able to say, "Yes, I am interested in learning about that." If the participants are not interested, or do not identify this as a need, then the workshop might not be successful.

PROGRAM DESIGN

The Program Design should be initiated two months before the workshop date. The steps of the Program Design are:

1. Needs Assessment

2. Setting Your Objective

3. Planning

4. Implementing

5. Processing

6. Evaluation

1. NEEDS ASSESSMENT

A Needs Assessment is conducted to find out if there is a need or desire for a particular service, in this case a Disability Awareness Workshop for literacy workers.

There are several ways to carry out a Needs Assessment. The method that is chosen will depend on the size of the group, the structure of the group, the location and other resources that are available.

Some methods for gathering information for a Needs Assessment are:

- personal interviews
- group interviews
- questionnaires
- group discussions
- knowledge and skill tests
- self-interest and self-identified

The following is an example of a Needs Assessment Questionnaire completed by a literacy program. A blank copy of this Needs Assessment follows the completed one. This assessment questionnaire could be photocopied or used as a guideline when developing one.

NEEDS ASSESSMENT FOR DISABILITY AWARENESS TRAINING
Example

ORGANIZATION - ABC Literacy Program

CONTACT PERSON - Coordinator

ADDRESS - 123 Main Street

PHONE NUMBER - 555-1212

1. **Would your organization be interested in participating in a Disability Awareness Training?**

   Yes, our organization will be interested in participating in the Disability Awareness Training.

2. **Who would participate in the Training? (i.e.: tutors, staff,)**
   How many people would participate?

   The participants will be instructors, tutors and the program counsellor.

3. **When would you like this training to take place?**

   The best time for a training would be between 1:30 pm and 4:00 pm on Tuesdays or Thursdays.

4. **What specific Disability Awareness Training would be of interest to your organization?**

   Specifically Sensitivity Training and Hidden Disabilities.

5. **What would you hope to gain/learn as a result of the Disability Awareness Training?**

   We hope to have an added awareness for new and experienced instructors. We hope to learn about resources available in the community.

NEEDS ASSESSMENT FOR DISABILITY AWARENESS TRAINING

    ORGANIZATION _____

    CONTACT PERSON _____

    ADDRESS   _____

    PHONE NUMBER _____

Disability Awareness Training is an opportunity for members of your organization to heighten their awareness of issues relating to people with disabilities.

1. Would your organization be interested in participating in a Disability Awareness Training?

2. Who would participate in the Training? (ie: tutors, staff) How many people would participate?

3. When would you like this training to take place? (ie: evening, during working hours)

4. What specific Disability Awareness Training would be of interest to your organization?

    physical access
    mental health issues
    hidden disabilities
    sensitivity awareness
    general disability awareness
    other

5. What would you hope to gain/learn as a result of the Disability Awareness Training?

2. OBJECTIVE SETTING

Once the needs have been identified, the Objective can be set. The Objective is what is hoped to be achieved by providing the workshop. This will clarify the desired outcome of the workshop. This statement should be clear, concise and specific. The Objective Statement must also be realistic. There can be more than one Objective to the Workshop.

Examples of Objectives are:

1. **To increase the literacy instructors' understanding of issues facing people with disabilities.**
2. **To identify resources in the community that literacy instructors can access.**

3. PLANNING

During the planning phase the workshop activities are designed. When completed, the activities will ensure that the Objective(s) is met.

There are three phases in the planning process.

1. The first phase is planning the workshop activities. This may include brainstorming about resources, speakers and audio-visual aids. Determine how much time will be allocated to each activity. Decide how people will be arranged in the room. Think through the clear instructions that you will give to the participants. Test the activities with a co-worker.

2. The second phase is planning the learning. Design questions to get people to think about what they have learned. Design methods which will ensure feedback.

3. The final phase is planning the Evaluation. The Evaluation is essential. From a well designed Evaluation, improvements can be made for the next workshop. Decide how you will carry out the evaluation. It could be a written questionnaire, verbal response or a discussion.

The following is a possible workshop agenda.

DISABILITY AWARENESS AND SENSITIVITY TRAINING

ABC LITERACY PROGRAM

TUESDAY, 1:30 TO 4:00

10 minutes	**Introduction of Facilitators and Participants**
5 minutes	**Purpose of the Training**
20 minutes	**Video**
30 minutes	**Four Consumer Presentations**
10 minutes	**BREAK**
25 minutes	**Power Line**
5 minutes	**Resource Package**
15 minutes	**The Independent Living Movement Philosophy**
5 minutes	**Conclusion**
10 minutes	**Evaluation**

4. IMPLEMENTING

At this point the workshop is conducted.

Remember:

- The workshop is based on an identified need
- The activities are designed to meet the Objectives
- Trust the planning process
- Be flexible, anything can happen to change the plan, but remember the objectives

5. PROCESSING

This step assists participants to learn from the experience. Questions that are designed to make people think about what they have learned will be a good starting ground for discussion. Be aware of the group dynamics and the needs of the group as well as the Learning Objectives. This will ensure that the group stays on track.

6. EVALUATION

There are two reasons for doing an Evaluation. The Evaluation will give structured feedback to the facilitators of the group. The Evaluation will also tell if the workshop achieved the Objective and met the Needs of the participants.

THE EVALUATION MAY CONCLUDE THAT THERE IS MORE TO BE COVERED, WHICH WOULD LEAD INTO ANOTHER NEEDS ASSESSMENT AND ANOTHER LEARNING OBJECTIVE.

A LITERACY AND DISABILITY WORKSHOP OUTLINE

Once the design of the workshop is completed, it is time to decide what specific activities are to take place and at what point in the workshop they will take place. There are several steps in conducting a workshop. These steps include:

1. Introduction

2. Statement of the Objective

3. Activities to Meet the Learning Objective

4. Conclusion

5. Evaluation

1. THE INTRODUCTION

The consumers and facilitators should arrive 30 minutes early to set up and talk about last minute tips.

The opening of the workshop includes an Introduction. The participants need to know who the facilitator(s) will be for the session. In some cases the facilitator(s) may be introduced by the host.

It is important to introduce each facilitator and give a brief statement about their background. The participants should understand the relevance of why a person is a facilitator. Some workshops may require more than one facilitator.

As the facilitator you may decide to get the participants to introduce themselves. You could ask the participants to answer a question as they introduce themselves. This will give you background information on the group. Examples of these introductory questions are listed below.

> What do you hope to gain from this workshop?
> What is your experience in working with people who have disabilities?
> What is your related background experience?

The facilitator may want to have a participatory introduction. The following activities are some "fun openers".

What do we have in Common?

Ask the participants to get into groups of three, preferably with people they do not know very well. Ask the groups to identify five "things" that they all have in common ie: they all grew up in Medicine Hat, they all have brown hair, they all use scooters. Each group will choose someone to report back to the large group.

Introduction in Twos

Ask the participants to find a partner they do not know very well. The partners will have five minutes to talk about the following questions:

1. What is your name?
2. Where do you live?
3. How did you get involved with this organization?
4. What concerns you the most about (Choose a topic related to the Objective of the workshop)?

Ask the partners to briefly introduce each other to the large group.

Someone Who...

Hand out a list of questions to each participant. There are some questions listed below. Ask the participants to find someone who...

There may be a prize for the person who completes the list first.

Find Someone Who

1. Find someone who was born far away.
2. Find someone who has a birthday in the summer.
3. Find someone who is married.
4. Find someone who wears contacts.
5. Find someone who likes cats.
6. Find someone whose favourite colour is green.
7. Find someone who has pets.
8. Find someone who has been to Europe.
9. Find someone who likes to read.
10. Find someone who drinks coffee.
11. Find someone who is taking a class.

12. Find someone who will tell a story.
13. Find someone who likes sports.
14. Find someone who works outside.
15. Find someone who you never met before.

The introduction is the appropriate place to present the agenda for the workshop. It is also the appropriate place to address housekeeping points (snack times, transportation, attendant care, location and accessibility of washrooms). This is a good place to hand out printed materials that will be used during the workshop.

The introduction should take approximately ten to fifteen minutes of a two hour workshop.

2. THE STATEMENT OF THE OBJECTIVE

The facilitator should clearly state the Objective of the session. The Objective will be the same or similar to the Learning Objective.

Check with the participants to ensure that they all have the same expectations. If there are different expectations, be flexible in adapting the workshop. If the Needs Assessment has been carried out correctly it will not be necessary to make large changes. There are often small adaptations to a workshop, which is good because participants are made to feel that their concerns are important and are being listened to.

You may choose to write the Statement of The Objective on a flip chart or on a blackboard. An example is shown below:

The Objective for the Disability Awareness Training Workshop is:

1. **To increase the literacy instructors' understanding of the issues facing people with disabilities in and out of the classroom**

2. **To identify resources in the community that literacy instructors can access**

Remember the Statement of the Objective should take less than **five minutes.**

3. ACTIVITIES

There are many resources available which describe activities. Some activities can be adapted to fit the topic of your workshop. When choosing the activities for the workshop remember who the participants are and where the workshop will take place. The participants should feel comfortable doing the activities.

The activities should take up most of the time during a workshop.

ACTIVITIES TO MEET THE LEARNING OBJECTIVE:
TO RAISE AWARENESS OF LITERACY AND DISABILITY ISSUES

The following pages outline various suggested activities which can be used in the workshop to raise awareness of Literacy and Disability Issues.

VIDEO: ALL WAYS WELCOME

Objective:

To introduce participants to the topic of Disability Awareness

Materials

Video Cassette Recorder
Television
Video: All Ways Welcome

Time:

20 minutes

Activity:

Introduce the activity by saying that this Video presents a look at cross-disabilities. It is a fun video and quite humorous in parts. The video is 17 minutes in length.

Wrap-Up: Questions

1. Did you enjoy the video?
2. What stood out?
3. What surprised you?
4. How did you feel?
5. What did you learn?

VIDEO: LIFELINE TO LITERACY

Objective:

To introduce participants to the topic of literacy issues as those issues relate to people with disabilities.

Materials:

Video Cassette Recorder
Television
Video: Lifeline to Literacy

Time:

35 minutes

Activity:

Introduce the activity by saying that the video Lifeline to Literacy shows the importance of communication, language and the written word. The video discusses literacy issues for people with disabilities.

The video will take 26 minutes to run.

Wrap-up:

Questions

1. Did you enjoy the video?
2. What specific challenges did people face when returning to school?
3. What stood out? What surprised you?
4. How did you feel when watching the video?

BRAINSTORMING

Objective:

    1) To generate many ideas quickly and freely
    2) To help participants focus on a specific topic (ie: a definition of literacy)

Materials:

    Flipchart paper
    Markers

Time:

    5 to 10 minutes

Activity:

    Brainstorming is a good opening exercise. It is also a good exercise if the workshop topic changes. For example: if the participants want to discuss a new topic. Brainstorming can be adapted in numerous ways (ie: small groups, specific topic).

    Tell the participants the topic of the brainstorm.

    Remind the participants that there are no incorrect answers in a brainstorming session. People are free to call out their answers. At the end of the brainstorming session the group may want to evaluate and prioritize some of the responses.

    The facilitator will record all of the responses on flipchart paper. The facilitator may need to clarify a participant's answer. The facilitator should paraphrase the participant's idea to ensure the answer was interpreted correctly. Be sure not to change the meaning. Make sure the participant agrees with the proposed changes.

Wrap-up:

This exercise provides a basis for further detailed discussion on the topic.

TWO ON A CRAYON

Objective:

To demonstrate the power of non-verbal communication

Materials:

Flip chart paper
One crayon for each pair

Time:

20 minutes

Activity:

Ask the participants to find a partner. Give each pair one crayon and one piece of flipchart paper.

Explain that as a pair they are going to draw a picture. Both people must hold on to the crayon at all times. They can not speak to each other.

They can draw a picture which shows:

1. barriers to education for people with disabilities
2. an accessible school
3. an identified need in the community or
4. anything to do with literacy issues and/or disability issues

Ask each pair to sign their names, with both people holding the crayon.

Wrap-up:

Questions

1. How did you communicate with your partner?
2. Who was the leader?
3. When did your marks begin to turn into a picture? How did you know?
4. What did you draw? What does it mean?

Source:

Adapted from material written by Kathy Burnett, Halifax, N.S.

CONSUMER PRESENTATIONS

Objective:

    To give the participants the opportunity to understand the reality of living with a disability.

Materials:

    2 to 4 people with disabilities who would be willing to speak

Time:

    5 to 7 minutes per speaker (including questions)

Activity:

It is important that the facilitator discuss the format for the consumer presentations with each speaker, well before the workshop is to take place. This includes: the length of time the consumer has to speak, where in the agenda the consumer will be speaking, the set up of the room and the number of people expected. The facilitator will talk with each consumer about the topic of the presentation. It is a good idea that each consumer practice the p resentation several times with the facilitator. The facilitator should remind the speakers to stay on topic.

Introduce each presenter and include their name and their association with the Centre. Tell the participants that they are going to hear first hand the personal stories of each speaker who will be talking about their disability and some of the challenges they face on a daily basis.

Each speaker will have 5 to 7 minutes (including questions).The presentations may be on a specific topic, for example, talking about a person's experience at school.

Wrap-up:

The wrap-up can take place after each speaker or at the end. Simply ask the participants if they have any questions for the speakers. The facilitator may need to develop a few lead questions.

INDEPENDENT LIVING MOVEMENT PHILOSOPHY

Objective:

To educate participants about the Independent Living Philosophy

Materials:

pamphlets
newsletters
overhead projector/flip chart
overhead transparencies/markers

Time:

15 to 20 minutes

Activity:

On flip chart paper or on a transparency write down a few points on the Independent Living Philosophy. Describe to the participants the History of the Movement, the Philosophy behind the Movement and the Impact of the Movement. Briefly describe the services offered by your Centre.

Wrap-up:

Ask if there are any questions.

SMALL GROUP DISCUSSION

Objective:

To stimulate discussion and action on issues related to literacy for people with disabilities.

Materials:

questions prepared in advance (on cue cards)
flip chart paper
markers
masking tape

Time:

35 minutes - total time
15 to 20 minutes - discussion
15 minutes - reporting to the large group

Activity:

Divide the participants into groups of 4 or 5. Give each group a topic or question to discuss. Tell the participants that they will have 15 to 20 minutes to discuss the topic. Ask each group to choose someone to write down the notes and another person to report back to the whole group.

Allow 15 to 20 minutes for the groups to talk. Circulate to make sure that the groups are focused on the task.

Ask each group to report back to the whole group.

Facilitators Notes

The questions or topics that the facilitator prepares will vary from group to group. They will depend on the results of the Needs Assessment. Suggested discussion topics are listed below.

1. What barriers to education exist for people with disabilities?
2. What resources does your literacy program have in place for people with disabilities?
3. What community resources are available for people with disabilities?
4. What are some invisible (hidden) disabilities? How could these invisible disabilities interfere with a person's learning experience?
5. What adaptations could be made to your literacy program to meet the needs of a person with a physical disability?
6. How can you make your program more literacy accessible for people who may have difficulty reading?

Wrap-up:

Each group will report back to the large group.

DISABILITY AWARENESS QUESTIONNAIRE

Objective:

1. To allow people to self-identify their level of awareness regarding disability issues.
2. To familiarize participants with appropriate language when speaking about various disabilities and disability issues.

Materials:

one quiz per person
pencils

Time:

20 to 25 minutes - total time
10 to 15 minutes - to answer the questions
5 to 10 minutes - to take up the answers

Activity:

Hand out personal questionnaires and pencils to everyone. Assure the participants that no one will see the answers. The questionnaire will take 10 to 15 minutes to complete. The questions will be discussed when everyone is finished.

The questionnaire and the answers are on the following pages. Please feel free to photocopy them.

Wrap-up:

Take up the questionnaire.
Ask people how they did on the questionnaire.
Hand out Words with Dignity to give examples of proper language use. A copy of Words with Dignity follows the Disability Awareness questionnaire and answers.

DISABILITY AWARENESS QUESTIONNAIRE

1. What do you think disability means?

2. What is the preferred term?

   a) physically challenged b) disabled person c) cripple
   d) invalid e) person with a disability f) handicapped

3. People with disabilities have the most difficulty with...

   a) mobility b) learning c) communicating d) social e) attitudes

4. What is the average rate for people w ith disabilities who are not in the work force?

   a) 17%   b) 75%   c) 44%   d) 90%

5. What is the average rate for women with disabilities who are not in the work force?

   a) 22%   b) 79%   c) 50%   d) 33%

6. What is the greatest barrier for people with developmental disabilities in obtaining employment?

   a) attitude b) learning capabilities c) communication d) they never really know what they are doing

7. What are Blissymbols?

   a. signs on the road for drivers with a disability
   b. international signs that mean you are disabled
   c. a method of communication for people who are non-verbal

8. What is the role of an advocate

   a. to tell a person what is best for them
   b. protesting in order to make changes
   c. working with people to reach their goals
   d. doing the work for someone who will not do it themselves

9. What is the appropriate terminology?

   Mongolism or Down's Syndrome
   Mental Retardation or Developmental Disability
   Brain Injured or Head Injured
   Congenital Disability or Birth Defect
   Visually Impaired or Blind
   Wheelchair User or Confined to a Wheelchair

10. Legally blind means that the person has no vision.

    true   or   false

11. People who have Cerebral Palsy also have a developmental disability.

    true   or   false

12. 40% of job discrimination complaints to the Human Rights Commission are lodged by people with disabilities.

    true   or   false

13. A person with an invisible (hidden) disability does not need special transportation.

    true   or   false

14. An accessible washroom means a bathroom with larger doors.

    true   or   false

15. People with physical disabilities have different personalities

    true   or   false

16. Special parking places for people with disabilities are a matter of convenience.

    true   or   false

17. What is a muscle spasm?

18. What is the difference between a quadriplegic and paraplegic?

19. What is meant by consumer control?

20. What is the Independent Living Movement?

Source:

Adapted from questionnaires written by Peter Zein, Traci Walters and Valerie Irvine, of the Niagara Centre for Independent Living.

DISABILITY AWARENESS QUESTIONNAIRE - ANSWERS

1. (there are a number of correct answers)

2. e)   person with a disability

3. e)   attitudes

4. c)   44%

5. b)   79%

6. a)   attitude

7. c)   a method of communicating for people who are non-verbal

8. c)   working with people to meet their goals

9. Down's Syndrome
   Developmental Disability
   Brain Injured
   Congenital Disability
   Blind
   Wheelchair User

10. false

11. false

12. true

13. false

14. false

15. true

16. false

17. Uncontrolled muscle movement

18. quadriplegic - a person with a disability involving 4 limbs paraplegic - a person with a disability in the lower limbs

19. Consumer Control is when people make decisions about their own lives

The Independent Living Movement promotes people with disabilities receiving information, making their own decisions about themselves and taking risks. The Movement promotes full integration and participation. The Centres promote and enable the progressive process of people with disabilities taking responsibility for the development and management of personal and community resources.

WORDS WITH DIGNITY

People with a disability can and should be described in words and expressions that portray them in an appropriate, positive, sensitive manner. Inappropriate words such as defective, deviant, burden, unfortunate, pitiful, pathetic, helpless, afflicted and incurable are rapidly disappearing from common usage. While there are no hard and fast rules, the suggestions listed below are the terms preferred by more than 200 organizations that represent or are associated with Canadians with a disability.

Instead of ...	Use ...
disabled	person with a disability
invalid	literally means "not valid: use person with a disability
crippled by, afflicted with, suffers from ...	suggests pain and suffering; most persons with a disability are not in this situation. Use person who has... or person with...
lame	limited mobility;
confined, bound, restricted or dependent on a wheelchair	wheelchair user
normal	able-bodied or non-disabled
victim, sufferer	person with a disability
cripple	person with a disability
poor	a description of financial status; do not use;
patient	hospitals and doctors have patients; do not use to describe a person with a disability unless in that context;
disease	many disabilities are not related to a specific disease; instead, use condition;
brave, courageous, inspirational	inappropriate to describe the day-to-day activities of a person with a disability;
deaf and dumb, deaf mute	people with hearing impairments are neither dumb or mute; they are people with a hearing and speech impairment or a person who is deaf;
retarded, mentally retarded	person with a mental handicap or person with an intellectual disability;
spastic (as a noun)	person with Cerebral Palsy
deformed, congenital defect	person born with
special, special needs	a euphemism with no apparent meaning; use person with a disability;
physically challenged	a disability is a fact of life, not a challenge; use person with a disability

The terms paraplegic, quadriplegic and amputee are used and accepted by persons with those disabilities.

Source: Reproduced with permission from The Active Living Alliance, Words With Dignity: Fitness Canada

ROLE PLAY

Objective:

To explore themes and feelings around a specific event

Materials:

flip chart paper
markers
various props

Time:

20 minutes - preparation
5 minutes - per presentation for each skit
10 minutes - feedback

Activity:

Divide the participants into small groups. Each group will choose a story line from a generated list of ideas or from a personal experience.

Some suggestions are:

1. A waitress approaches a table. When she notices that one customer is a person with a disability, she steps back. She does not talk directly to the person with a disability.
2. A woman with a disability wants to have a baby.
3. A Peer Support meeting talking about
4. A parent wants a school made accessible for his or her 6 year old child.
5. A town council meeting is discussing accessible transportation.
6. A student with a disability is talking to a teacher about assistive devices that can be used in the classroom.

In small groups take a few minutes to develop the story line. Talk about each character in the skit. Talk about their gender, age, ability and goals.

The participants will have 15 to 20 minutes to develop the story line. Talk about who will do what and when. Practise the skit.

Everyone will come together to watch all of the role plays.

Wrap-up:

1. How did you feel in the role?
2. Did you accomplish your goal?
3. Do you think this happens in real life?
4. What would you do differently next time?
5. What would you do the same next time?

DISABILITY AWARENESS GAME

Objective:

To have fun while learning about disability issues

Materials:

play money in denominations of $5.00, $10.00, $20.00 and $100.00
flip chart -- prepared in advance
markers
the Questions

Time:

30 minutes

Activity:

Divide the participants into groups of 4. Each group is a team. In advance prepare a flip chart or blackboard as follows:

Barrier Free	Assiistive Devices	Stats and Facts
5 5 5	5 5 5	5 5 5
20 20 20	20 20 20	20 20 20
40 40 40	40 40 40	40 40 40

Decide which team will go first. The team will ask for a question as follows, "Barriers for 20 points", or "Assistive Devices for 5 points" and so on. The following pages outline the questions.

If the team gets the correct answer they will receive the equivalent points in play money. The next team will then ask for a question.

If the team gets the incorrect answer the other teams will have a chance to steal. The first team to shout out the answer will receive the points. Regular play continues with the next team in line asking for a question (even if they have just stolen)

Wrap-up:

Ask the teams to count the money.

1. Did you enjoy the game?
2. Did any of the answers surprise you?
3. Would anyone like more information on any of the answers?

Source:

Adapted from game by Diane Wood, Guelph, Ontario

DISABILITY AWARENESS GAME - THE QUESTIONS

Barrier Free

a) 5   Name two building structures that can increase access

b) 5   What is "Closed Captioned"?

c) 5   True or false. A 2.5 cm raise in the floor should not cause any difficulties for a person in a wheelchair.

d) 20 The greatest barrier to people with disabilities is...?

e) 20 What is the preferred terminology? a) disabled person b) physically challenged c) person with a disability

f) 20 What does TTY stand for?

g) 40 A Barrier Free door must be a) 81cm wide b) 56cm c) 1 metre wide
        d) 74cm wide.

h) 40 Name three types of alternative methods of getting across the written word.

i) 40 Name three ways this room or building could be made barrier free.

Assistive Devices

a) 5   A page turner is used to...?

b) 5   True or false. People should not pet service dogs and guide dogs.

c) 5   Where is a grab bar used?

d) 20 Name three assistive devices which could be used at home.

e) 20 How much does an electric wheelchair cost?

f) 20 Name three assistive devices that could be used by a person who has a mobility disability

g) 40 A blissboard is used to ...?

h) 40 Name three assistive devices which would be beneficial in a classroom

i) 40 Name two adaptations that can be made to cars or vans to make them accessible.

Stats and Facts

a) 5   True or false. There is only one Sign Language in North America, American Sign Language.

b) 5   True or false. A person with an invisible (hidden) disability does not need special transportation.

c) 5   True or false. People who are blind see only black.

d) 20 Independent Living Resource Centres are run by and for people with disabilities. True or False.

e) 20 What is the main difference between the Special Olympics and the Paralympics?

Stats and Facts

f)   20   Approximately what percent of people with a visual disability read Braille a) 75% b) 50% c) 5% d) 30%

g)   40   What percentage of people with a developmental disability do not read at a functional level? (1990 Canadian Census)
a) 66%   b) 40%   c) 53%   d) 86%

h)   40   What percent of the population of Canada has a disability according to the Canadian Census? (1990) a) 22.3   b) 6.2 c)   32.4   d) 14.5

i)   40   American Sign Language is spoken in most of North America. What is the name of the sign language spoken in Quebec?

Source:

Adapted from game designed by Diane Wood

DISABILITY AWARENESS GAME - THE ANSWERS

BARRIER FREE

a. elevator, ramp, wide doors and so on.
b. written words on the bottom of the television
c. false
d. society's attitude
e. c) person with a disability
f. teletype
g. a) 81cm wide
h. Braille, large type, cassette, clear language,
i. depends on the room

ASSISTIVE DEVICES

a. turn pages
b. true
c. wherever they are needed
d. reacher, stocking aid, lowered countertop, bathchair etc...
e. 0 to $25,000.00
f. scooter, wheelchair, cane, walker, crutches, braces etc...
g. communicate
h. adapted computer, pen grip, page turner, computer programs
i. hand controls, raised roof

STATS AND FACTS

a. false
b. false
c. false
d. true
e. Special Olympics is for people with a developmental disability and the Paralympics is for people with a physical disability
f. c) 5%
g. a) 66%
h. d) 14.5%
i. (LSQ) La langue des signes quebecoise, Quebec Sign Language

POWER LINE

Objective:

To express individual view points and to listen to other peoples' opinions about issues relating to people with disabilities

Materials:

masking tape
string
flipchart paper, markers

Time:

20 minutes

Activity:

Lay the string on the floor and tape both ends. Lay enough string so people can arrange themselves along the line.

The facilitator reads a statement (some suggestions are listed below). The participants think about how they feel about the statement, whether they agree or disagree.

The facilitator asks for two volunteers. One volunteer will agree with the statement and one volunteer will disagree with the statement. These participants stand on either end of the string.

Ask the remaining participants to arrange themselves along the string, between the two volunteers. Where the participants stand will depend on how strongly they support the statement. The participants can talk to their neighbours to decide where they should be standing. When the participants are arranged on the string, randomly ask people how they feel about the issue. Encourage people to change their position on the line as they listen to their colleagues' opinions.

Topic Ideas

1. There are enough services for people with disabilities. However, these services are unorganized.
2. Consumers should have more control over the services that they use.
3. A person with a disability should have the right to drive a car.
4. A person with a disability could get married and have children.
5. All buildings in Canada, regardless of their age, should be made accessible to all people with disabilities.
6. Adult Education should be accessible to all, even if money must be transferred from primary and secondary schools.
7. The best person for the job is a person with a disability. The employer should hire that person and pay for the - adaptations necessary, even if there is an able-bodied person who could do a satisfactory job.
8. Legalized active euthanasia will eventually lead to the "slippery-slope" of Eugenics (Note to the facilitator: The terms "slippery-slope" and "Eugenics" may need to be defined in advance)
9. A person with a disability has the right to risk, even if it may put that person in danger.
10. People with disabilities should have the right to doctor- assisted suicide.

Wrap-up:

Bring the group back together.

1. Did you enjoy the activity?
2. Did your place in the line, or your opinion, change? Why?
3. Did you make any assumptions about the statement that turned out not to be true?

GUESS WHAT?

Objective:

1. To heighten participants' awareness of disability issues
2. To encourage participants to use appropriate terminology

Materials:

words relating to disability issues
words written on 3" x 5" cards
flip chart paper
markers
60 second timer

Time:

30 minutes (may vary depending on the group)

Activity:

Divide the participants into groups of three or four. Each group will receive five cards. They may receive more cards if the group is very involved in the activity. Each group will receive different words on the card.

Only one person is shown the card. The person with the card must come up with synonyms which describe the word. The card holder may use words or phrases to describe the word on the card. The group members are to guess what is written on the card by calling out answers. The group members will have 60 seconds to try to correctly guess the answer on each card.

At the same time the facilitator will be making a list of the synonyms that are used by the person holding the card and the other group members.

An example:

The word on the card is **PORCH LIFT**
Synonyms that the card holder may use:

ramp, electrical, outdoors, in front of the house, deck, mechanical

Other examples of words: wheelchair, cane, braces, Blissboard, Multiple Sclerosis, Arthritis, Cerebral Palsy, person with a disability.

Wrap Up:

When the group guesses the correct word the facilitator will lead a discussion on the list of words on the flipchart paper.

Questions

1. Which synonyms on the flip chart paper are appropriate? inappropriate?
2. What other words could be used in place of the inappropriate synonyms?

Source:

Idea by Pat Stewart, Niagara Falls, Ontario

4. CONCLUSION

During the conclusion of the workshop the facilitator ties the entire session together. Remind the participants of the purpose of the workshop by referring back to the Statement of Objective. Review the activities of the workshop. Point out a few specific examples of events that occurred during the workshop. The facilitator should ask the participants if there are any more questions.

The conclusion is a good time to hand out resources, pamphlets and other information. Take the time to go through the information with the participants. Hand out "Breaking Down the Barriers" which appears after the examples of closing activities.

The conclusion is also a good time to talk about the Independent Living Resource Centre that is providing the workshop. Explain the Independent Living Movement and the philosophy behind the Movement.

If there is time, there is a number of Closing Activities that can take place at the very end of a workshop. The closing activity is an upbeat way to end the workshop and it also reminds participants that they are part of a group.

Examples:

The Re-wrapped Present

Wrap a box of chocolates in as many layers as there are workshop participants (include facilitators and speakers).

At each layer place a tag that says, "give this gift to someone who..." examples are, "someone who said something that made you think", "someone who made you smile", "someone who would make a good friend", "someone you have something in common with"; and "someone you would like to get to know better".

Ask one of the participants to begin the giving. The last person who receives the gift shares the chocolates with the rest of the group.

The Tangled Yarn

The facilitator holds onto the end of the yarn. The facilitator explains to the group that they will pass the yarn to other members of the circle. As each participant receives the yarn they hold onto a piece. Before the participant passes the yarn to another participant they say either: one thing that they learned during the workshop or, one thing that they will do differently because of the workshop. The facilitator will decide on the question in advance.

A web of yarn is formed in the centre of the circle. At the end of the activity ask the participants to look at the web and ask what it represents to them. For example it could represent how we depend on others, or it could act as a reminder that there are tangible outcomes when we work together.

Tell the participants that there is an evaluation that will take 5 to 10 minutes to complete. The facilitator will thank any guest speakers or consumers who participated. The facilitator will also thank the participants for attending and participating.

The facilitator(s) should be aware that the participants will have questions. Leave time for questions. If the facilitator(s) do not have the answers, then they can tell the participants that they will find the answers. Hand out the evaluations and wait for them to be completed. The conclusion will take fifteen minutes.

BREAKING DOWN THE BARRIERS

1. Build a trusting relationship. This will take time.

2. Be non-judgemental, everyone has a story to tell.

3. Use active listening skills.

4. Use clear language that does not use acronyms or social service jargon.

5. Validate peoples' feelings by giving positive feedback.

6. Empowerment is a two-way street. By learning about another person's struggles you are empowering yourself.

7. Eliminate stereotypes and labels.

8. Ensure that the meeting place is comfortable and not intimidating.

9. Be aware of how you dress. Sometimes being overdressed can be intimidating.

10. When someone tells you a personal story don't overreact. Be aware of your body language and validate the consumer's feelings.

11. Ask the consumer to identify his/her needs. Make sure that all needs are considered, including; attendant care, sign language interpretation, day care, informal atmosphere.

12. Be conscious of your language but be natural, ie. Did you see that? or Let's go for a walk., are OK.

13. Never presume or make assumptions about a person's abilities. Ask the consumer directly.

14. Ask questions !!!

Source: Adapted from a list written by Jean Irish, N.C.LL.

5. EVALUATION

The evaluation should take 5 to 10 minutes and be the last task completed. An example is on the next page. This example can be photocopied and used at workshops or adapted to fit your needs.

The evaluation is very important. From the evaluation the facilitation team can develop stronger and even more successful workshops.

DISABILITY EDUCATION WORKSHOP EVALUATION

Please take a few minutes to complete this evaluation. Your feedback is important. Feel free to attach additional paper.

1. What is the name of your organization or business?

2. Did you feel comforta ble interacting with people who have disabilities before the workshop?
   1   2   3   4   5
   (NO)   (O.K.)   (YES)

3. How do you think you will feel about interacting with people who have disabilities after attending the workshop?   1   2   3   4   5
   (uncomfortable)   (O.K.)   (comfortable)

4. How did you feel the activities were presented?
   1   2   3   4   5
   (poor)   (O.K.)   (excellent)

5. What issues did you find most useful?

6. What issues did you find least useful?

7. The best thing was...

8. What I would change is...

9. I was/wasn't able to participate well because...

10. Final thoughts...

Highlights of Section Three

- Begin designing a workshop approximately two months prior to conducting it.

- A Needs Assessment is conducted to find out if there is a need for the service.

- The objective of the workshop is based on an indicated need.

- The activities of the workshop should ensure the objective is met.

- Always conduct an evaluation at the end of a workshop. It will contain valuable information.

Appendix A

RELEVANT ADDRESSES

NATIONAL AND PROVINCIAL LITERACY ORGANIZATIONS

Movement for Canadian Literacy
458 MacLaren Street, 2nd Floor
Ottawa, Ontario
K1R 5K6
Phone (613) 563-2464
Fax (613) 563-2504

The Movement for Canadian Literacy is the national umbrella organization for the Provincial Coalitions representing literacy.

Prince Edward Island Literacy Alliance
P.O. Box 400
Charlottetown, P.E.I.
C1A 7K7
Phone (902) 368-3620
Fax (902) 368-8320

New Brunswick Committee on Literacy
900 Hanwell Road
Fredericton, New Brunswick
E3B 6A2
Phone (506) 457-1227
Fax (506) 459-0007

MISSION STATEMENT: The New Brunswick Committee on Literacy's mission is to continue to establish and maintain literacy as a primary agenda issue among its partner sectors and other citizens throughout the province; and, to assist in identifying needs and promote strategies which will result in higher levels of literacy among the people of New Brunswick.

Nova Scotia Provincial Literacy Coalition

c/o Grant MacDonald
Henson College Community Development Outreach
6086 University Avenue
Halifax, Nova Scotia
B3H 3J5
Phone (902) 494-1683
Fax (902) 494-6875

MISSION STATEMENT: It will be the mission statement of the Nova Scotia Provincial Literacy Coalition to strengthen the literacy movement in Nova Scotia by:
*promoting the right and access to "public funded" continuing education;
*promoting equity and equality in education;
*increasing public awareness of the availability of existing education and training for adults;
*recognizing the term "illiterate" as degrading, oppose its use and promote and preserve the dignity and the rights of the learner to access and education

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Literacy Partners of Quebec
c/o The Centre for Literacy
3040 Sherbrooke Street West - Room 4B.1
Montreal, Quebec
H3Z 1A4
Phone (514) 931-8731 extension 1413-1415
Fax (514) 931-5181

MISSION STATEMENT: Literacy Partners of Quebec is an incorporated, provincial coalition of reading councils, school boards and other organizations actively involved in English literacy and the empowerment of people in need of such programming.

Ontario Literacy Coalition
365 Bloor Street East, Suite 1003
Toronto, Ontario
M4W 3L4
Phone (416) 963-5787
Fax (416) 961-8138

MISSION STATEMENT: The purpose of the Ontario Literacy Coalition shall be to further literacy work in Ontario by:
*connecting Literacy programs and networks across Ontario;
*promoting adequate funding and support of literacy and engaging in fundraising to support literacy in Ontario;
*assisting the development of regional networks;
*acting as a source of information and expertise on literacy in Ontario;
*developing public awareness that literacy is a right; *pursuing related activities to further awareness of literacy in Ontario

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Literacy Workers Alliance of Manitoba
107 Pulford Street
Winnipeg, Manitoba
R3L 1X8
Phone (204) 452-3139
Fax (204) 452-3139

Purpose:
*To bring together groups and individuals involved in literacy to share information and resources
*raise public awareness of cost of lack of literacy skills
*advocate government and business support to ensure literacy education

*stimulate the exchange of ideas and information
*provide learning opportunities and resources for literacy workers
*encourage the development of good literacy practice in Manitoba

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Saskatchewan Literacy Network
P.O. Box 1520
Saskatoon, Saskatchewan
S7K 3R5
Phone (306) 653-7368
Fax (306) 933-6490

MISSION STATEMENT: The Saskatchewan Literacy Network is a provincial organization whose purpose is to promote literacy by:
*fostering communication between individuals, institutions and organizations
*assisting individuals, institutions and organizations
*raising public awareness about literacy
*representing the interest of learners and practitioners

Alberta Association of Adult Literacy
10100-101 Street
Grande Prairie, Alberta
T8VOH4
Phone (403) 532-8857
Fax (403) 532-8857

MISSION STATEMENT: The mission statement of the Alberta Association for Adult Literacy is to promote the increase and development of appropriate literacy and basic education opportunities for all adults in Alberta.

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C.
V6B1L8
Phone (604) 687-5077
Fax (604) 687-5076

PURPOSE: The purpose of the Society will be to promote literacy for all individuals and groups throughout British Columbia by:
*fostering and developing cooperative partnerships in literacy;
*promoting the development and implementation of access to literacy programs;
*initiating, establishing and maintaining liaison with all levels of government;
*initiating, establishing and maintaining provincial communication among learners, tutors, instructors and other individuals and organizations;
*assisting in the development of literacy activities;
*encouraging leadership and involvement of students in all literacy activities;
*promoting public awareness of literacy issues; and,
*encouraging research and evaluation in all aspects of literacy.

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Northwest Territories Literacy Council
Box 911
Fort Smith, NWT
X0E 0P0 Phone
(403) 872-2501
Fax (403) 872-4345

MISSION STATEMENT: The Northwest Territories Literacy Council promotes literacy in the NWT in all official languages: Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuktitut, and Slavey.

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Yukon Literacy Council
308A Hanson Street
Whitehorse, Yukon
Y1A 1Y6
Phone (403) 668-6280
Fax (403) 633-4576

MISSION: The mission of the Yukon Literacy Council is to promote literacy in the Yukon by developing and providing programs; by public awareness; and by advocating for those in need of services
*to secure funding by identifying and approaching funding sources;
*to provide educational programs and literacy skills by responding to family needs;
*to promote understanding of literacy issues through information, communication and advocacy;
*to oversee the operation of the Council by developing and implementing policy; and,
*to be responsible for supervising and facilitating development of the organization.

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Newfoundland
At the present time there is no Coalition in Newfoundland.

This information is reprinted with permission from the Movement for Canadian Literacy Newsletter Vol.3 Summer, 1993. For more information on the Provincial Coalitions contact the Movement for Canadian Literacy.

INDEPENDENT LIVING RESOURCE CENTRES

Canadian Association of Independent Living Centres
1004-350 Sparks Street
Ottawa, Ontario
K1R 7S8
(613) 563-2581
(613) 235-4497 (FAX)

L'Association des Personnes Handicapees de La Peninsule Acadienne Inc. (L'Alpha Inc.)
643, rue St. Pierre ouest
Caraquet, New Brunswick
E0B 1K0
(506) 727-7583
(506) 727-4831 (FAX)

Breaking Down Barriers
313 Hurontario St., Unit C
Collingwood, Ontario
L9Y 2M5
(705) 445-1543
(705) 444-2879 (FAX)

British Columbia Interior Independent Living Resource Centre
#108, 3003 30th St.
Vernon, B.C.
V1T 9J5
(604) 545-9292
(604) 545-9226 (FAX)

Centre for Independent Living in Toronto Inc. (CILT)
605-205 Richmond St. West
Toronto, Ontario
M5V 1V3
(416) 599-2458
(416) 599-3555 (FAX)
(416) 599-5077 (TDY)

Club des Personnes Handicapes de Val D'Or
201, 9ieme rue
VaI D'Or, Quebec
J9P 3K5
(819) 825-7135
(819) 825-8061 (FAX)

Centre Ressource pour La Vie Autonome: Region du Bas St-Laurent
589, rue Richard, CP 1810
Trois-Pistoles, Quebec
G0L 4K0
(418) 851-2211
(418) 851-2864 (FAX)

Cowichan Valley Independent Resource Centre (CVILRC)
225 Canada Avenue
Duncan, B.C.
V9L 1T9
(604) 746-3930
(604) 748-6323 (FAX)

Independent Living Centre: Thunder Bay (ILC Thunder Bay)
1201 Jasper Drive
Thunder Bay, Ontario
P7A 6R2
(807) 345-6157
(807) 345-0266 (FAX)
(807) 344-9634 (TDY)

Independent Living Centre-London (application pending)
P.O. Box 24046
301 Oxford Street West
London, Ontario
N6H 4N9

(519) 672-3380
(519) 672-3380 (FAX) (please advise of incoming FAX)

Independent Living Centre of Waterloo Region (ILCWR)
266-A Marshland Drive
Waterloo, Ontario
N2J 3Z1
(519) 746-2700 (Voice/TDY)
(519) 747-1306 (FAX)

Independent Living Resource Centre (ILRC)
201 -294 Portage Avenue
Winnipeg, Manitoba
R3C 0B9
(204) 947-0194
(204) 942-3146

Independent Living Resource Centre of Calgary (ILRCC)
302-501 18th Avenue S.W.
Calgary, Alberta
T2S 0C7
(403) 244-2721
(403) 229-1878 (FAX)

Kapuskasing Regional Resource Centre for Independent Living
468 Government Rd.
Kapuskasing, Ontario
P5N 2X7
(705) 335-8778
(705) 335-8778 (FAX) (please advise of incoming FAX)

Kingston Independent Living Resource Centre (KILRC)
La Salle Mews
303 Bagot St., Suite 202
Kingston, Ontario
K7K 5W7
(613) 542-8353
(613) 542-4783 (FAX)
(613) 542-8371 (TDY)

Medicine Hat and District Association of Persons with Disabilities
(application pending)
8 Taylor Court South East
Medicine Hat, Alberta
T1B 3X5
(403) 526-8011

 Metro Resource Centre for Independent Living (MRCIL)
2786 Agricola Street, Suite 119
Halifax, Nova Scotia
B3K 4E1
(902) 453-0004
(902) 454-5287 (FAX)

Nanaimo Independent Living Resource Centre (NILC)
2122 Northfield Road
Nanaimo, B.C.
V9S 3B9
(604) 758-5547
(604) 758-5504 (FAX)

Niagara Centre for Independent Living
75 Lincoln Street West, Unit #1
Welland, Ontario
L3C 5J3
(905) 734-1060
(905) 734-1061

North Saskatchewan Independent Living Resource Centre
#11-104-2313 Hanselman Place
Saskatoon, Saskatchewan
S7L 6A9
(306) 652-2780
(306) 244-6763 (FAX)

Ottawa-Carleton Independent Living Centre (OCILC)
369 Richmond Road
Ottawa, Ontario
K2A 0E7
(613) 761-8082
(613) 761-1082 (FAX)

PEI Independent Living Resource Centre (PEI-ILRC)
30 Woodward Drive
Parkdale, PEI
C1A 6A7
(902) 628-8611
(902) 628-8582 (FAX)

South Saskatchewan Independent Living Centre Inc. (SSILC)
1444 Broad Street
Regina, Saskatchewan
S4R 1Y9
(306) 757-7452
(306) 757-5892 (FAX)

South Vancouver Island Resource Centre for Independent Living
1519 Pandora Ave
Victoria, B.C.
V8R 6P9
(604) 545-0044
(604) 549-1512 (FAX)

GLOSSARY

Acronyms	Using letters to identify a title (ie. CAILC: The Canadian Association of Independent Living Centres).
Clear Language	Also called; Plain Language, Plain English. Using familiar words and phrases.
Community Based	Organizations which service a specific area, run by a local board of directors and funded on a yearly basis.
Consumer	A person with a disability who is a consumer of services. Where a consumer of services is equal to the service provider. Where a consumer creates a market for services.
E.S.L.	English as a Second Language.
Facilitator	The person who organizes and leads the discussion.
I.L.R.C.	Independent Living Resource Centre.
Jargon	Words and phrases which are specific to a workplace.
Low level reader	A person who reads at a basic or low functional level
Participants	The people who take part in the workshop.
Workshop	A learning session which involves the interaction of participants in the learning process.

RESOURCES

Please share this Resource List with all workshop participants. The following are suggested resources. This is not an exclusive list. For information on more resources contact your local library or literacy program. There is a fee for some of the publications.

BLIND LITERACY

Literacy an Issue for Blind and Visually Impaired Canadians
by: Sandi Grant, 1990
The Canadian National Institute for the Blind, March 1990

Literacy and Partially Sighted Adults. An Introductory Handbook
Adult Literacy &Basic Skills Unit, and Partially Sighted Society

CLEAR WRITING

Clear Writing and Literacy
by: Ruth Baldwin, 1990
Toronto: Ontario Literacy Coalition {1-895393-00-3}

Plain Language - Clear and Simple
Ottawa: Multiculturalism and Citizenship Canada, 1991

Taking Down the Wall of Words
The John Howard Society of Canada
(613) 761-7678

DEAF LITERACY

Working in Literacy with Deaf and Hard of Hearing Adults
by: Louise Ford and Cheryl Wilson-Lum, 1993
Ottawa: Capital Region Centre for the Hearing Impaired Literacy
Programme {O-9695492-1-0)
voice: (613) 729-1467 tty: (613) 729-6189

Language and Literacy Development in Children who are Deaf
Barbara R. Schirmer, 1994
New York: MacMillan Publishing Co.

GENERAL LITERACY

Broken Words: Why 5 Million Canadians are Illiterate
Toronto: Southam Newspaper Group, 1990
copies are $3.00, call (416) 927-7242 for information

It's About Learning
by: Marsha Forest with Bruce Kappel, 1988
The Frontier College Press

"Literacy Statistics"
General Assembly of the United Nations
United Nations Educational, Scientific and Cultural Organization
New York: Office of Statistics

Literacy Support Work: An Integrated Approach
Ottawa: United Way of Canada
613-236-7041

Put it on the List
Ottawa: United Way of Canada
613-236-7041

Tutor's Handbook for the SCIL Program
Frontier College, 1986

The Wordless Book
Hull: National Literacy Secretariat, 1994
Catalogue Number Mp43-310/1994
voice: (819) 953-5280 tty: (819) 953-2338

"Words with Dignity" in Positive Images
Ottawa: Government of Canada, Active Living Alliance
(613) 748-5747

LEARNING DISABILITIES

Bringing Literacy Within Reach: Identifying and Teaching Adults with Learning Disabilities
Ottawa: Learning Disabilities Association of Canada, 1991
{O-91 9053-25-4)

Learning Together. A Handbook for Teaching Adults With Learning Disabilities
Ministry of Advanced Education, Training and Technology, 1985

Study of Literacy and Learning Disabilities
By: Alderson-Gill & Associates Consulting Inc., 1989
The Learning Disabilities Association of Canada

Target Literacy: A Learning Disability Resource Guide
by: Pat Hatt and Eva Nichols, 1992
Toronto: The Learning Disabilities Association of Ontario
(416) 487-4106

Literacy and Learning Disabilities: A Handbook for Literacy Workers
By: June W. Karassik, 1989
Learning Disabilities Association of Canada

LITERACY AND PEOPLE WITH DISABILITIES

Learning About Literacy and Disability
by: Shelley Butler, 1990
St. Christopher House Adult Literacy Program, Toronto

Just Ask: A Handbook for Instructors of Students being Treated for Mental Disorders
by: Howard Davidson, 1993
Calgary: Detselig Enterprises Ltd. {1-55059-058-8)

"Disabled People Must Fight Barriers to Overcome Literacy Problems"
Ontario March of Dimes Advocate, Summer 1990

Making Your Literacy Program Accessible
by: Leslie Dolman and Debra Beattie -Kelly, 1991
Toronto: Designing Aids for Disabled Adults
(416) 530-0038

Accessing Learning for Adults with Disabilities
by: Meredith Hutchings, 1993
The Nova Scotia Department of Education and The League for Equal Opportunities

Literacy for Persons with Disabilities "Accessibility and Beyond"
Accessibility Issues for Adult Basic Literacy Programs
by: Sherri Parkins, 1992
The North York Board of Education

The Right to Read and Write
The Roeher Institute, 1991

Am I Welcome Here?: A Book about Literacy and Psychiatric Experiences
by: Julia Rogers, 1991
Toronto: St. Christopher House Adult Literacy Program. (0-9694363-4-3)
(416) 539-9000

The Literacy Book: Options for Teaching Literacy to People with Disabilities
by: David Malone, 1990
Prepared by the Centre for Independent Living in Toronto lnc.
{1-895676-05-3)

PROGRAM DESIGN

Designing and Facilitating Training Programs
by: Hedley G. Dimcock, 1990
Guelph: University of Guelph
(519) 824-4120 ext. 3107

Keeping on Track: An Evaluation Guide for Community Groups
Reid D. Ellis and J. Barnsley, 1990
Vancouver: The Women's Research Centre
#101-2245 West Broadway, Vancouver, B.C. V6K 2E4

SOCIAL CHANGE

Educating for a Change
by: Rick Arnold, Bev Burke, Carl James, D'Arcy Martin and Barb Thomas, 1991
Toronto: Between the Lines and the Doris Marshall Institute for Education and Action
(0-921284-47-0)

<u>Illiteracy and Human Rights</u>
by: Louise Miller, 1990
Ottawa: The National Literacy Secretariat

THEORETICAL PERSPECTIVES

Taylor, Maurice C. and James A. Draper (eds). (1989) <u>Adult Literacy Perspectives</u>
by: Maurice C. Taylor and James A. Draper (eds), 1991
Toronto: Culture Concepts Inc. {0-921472-04-8}

WOMEN WITH DISABILITIES AND LITERACY

Contact:
Canadian Congress for Learning Opportunities for Women
47 Main Street
Toronto, Ontario, M4E 2V6
(416) 699-1909

<u>Disabled Women's Issues</u>
by: A.D'Aubin
A COPOH Discussion Paper, Winnipeg: COPOH, Inc.

<u>Discovering the Strength of our Voices. Women and Literacy Programs</u>
by: Betty-Ann Lloyd, 1990
Toronto: CCLOW

"It's Time We Learned", in <u>Canadian Women's Studies</u>
by: Tracey Odell
Volume 9, Numbers 3 and 4. 37-40

VIDEOS

Double Jeopardy
To order contact:

TVOntario Marketing
Box 200, Station Q
Toronto, Ontario, M4T 2T1
(416)484-2612

Lifeline to Literacy
To order contact:

TVOntario Marketing
Box 200, Station Q
Toronto, Ontario, M4T 2T1
(416) 484-2612

Litrasee? Put it on the List
To order contact:

United Way of Canada
(613) 236-7041

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All Ways Welcome
To order contact:

The Ontario Ministry of Tourism and Recreation
1-800-668-2746

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Deaf-Blindness: Connecting through Communication
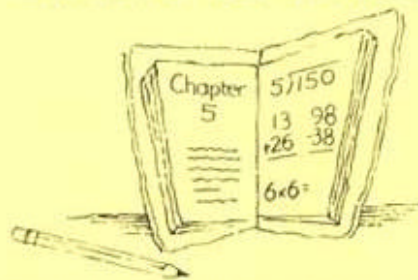To order contact:

Deaf-Blind Services
Canadian National Institute for the Blind
Toronto

BIBLIOGRAPHY
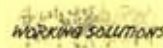
Amold, Rick, Bev Burke, Carl James, D'Arcy Martin and Barb Thomas. (1991) <u>Educating for Social Change</u>. Toronto: Between the Lines and the Doris Marshall Institute for Education and Action

Baldwin, Ruth. (1990) <u>Clear Writing and Literacy</u>. Toronto: Ontario Literacy Coalition

<u>Broken Words: Why 5 Million Canadians are Illiterate</u>. (1990). Toronto: Southam Newspaper Group.

Butler, Shelly. (1991) <u>Learning About Literacy and Disability</u>. Toronto: St. Christopher House Adult Literacy Program.

Calvin, Judy, Joac Combdon and Wonda Seaboyer. (1993). <u>"Train the Trainers" Facilitators' Manual</u>. St. John's: Canadian Crossroads International.

Canada. Fitness Canada (1992) "Words With Dignity", in <u>Positive Images</u>. Ottawa: Government of Canada, Active Living Alliance

Canada. Multiculturalism and Citizenship. (1991). <u>Plain Language Clear and Simple</u>. Ottawa: Government of Canada.

Canada. Office of Statistics. (1990) <u>Canadian Censes</u>. Ottawa: Office of Statistics.

Davidson, Howard. (1993). <u>Just Ask: A Handbook for Instructors of Students Being Treated for Mental Disorders</u>. Calgary: Detselig Enterprises Ltd.

Dimcock, Hedley G (1990). <u>Designing and Facilitating Training Programs</u>. Guelph: University of Guelph

Ford, Louise and Cheryl Wilson-Lum. (1993). <u>Working in Literacy with Deaf and Hard of Hearing Adults</u>. Ottawa: Capital Region Centre for the Hearing Impaired Literacy Program.

Gray, William S. (1978). <u>United Nations Economic. Scientific and Cultural Organization: Revised Recommendations Concerning the International Standardization of Educational Statistics</u>. New York: Office of Statistics.

Horsman, Jennifer. (1989). <u>Lifeline to Literacy: People with Disabilities Speak Out</u>. Canada: the Ontario Education Communications Authority.

Hutchings, Meredith. (1993). <u>Accessing Learning for Adults with Disabilities, A guide for tutors and instructors</u>. Halifax: The Nova Scotia Department of Education and The League for Equal Opportunities.

<u>Movement for Canadian Literacy Newsletter</u>. Vol. 3. Summer, 1993

Parkins, Sherri. (1992) <u>Literacy for Persons with Disabilities "Accessibility and Beyond" Accessibility Issues for Adult Basic Literacy Programs</u>. Toronto: The North York Board of Education

<u>Put it on the List</u>. (1990). Ottawa: The United Way of Canada.

<u>The Right to Read and Write</u>. (1991). Toronto: The G. Allan Roeher Institute

Taylor, Maurice C. and James A. Draper (eds.). (1991). <u>Adult Literacy Perspectives</u>. Toronto: Culture Concepts Inc.

Ideas and Activities Gratefully Received From: