



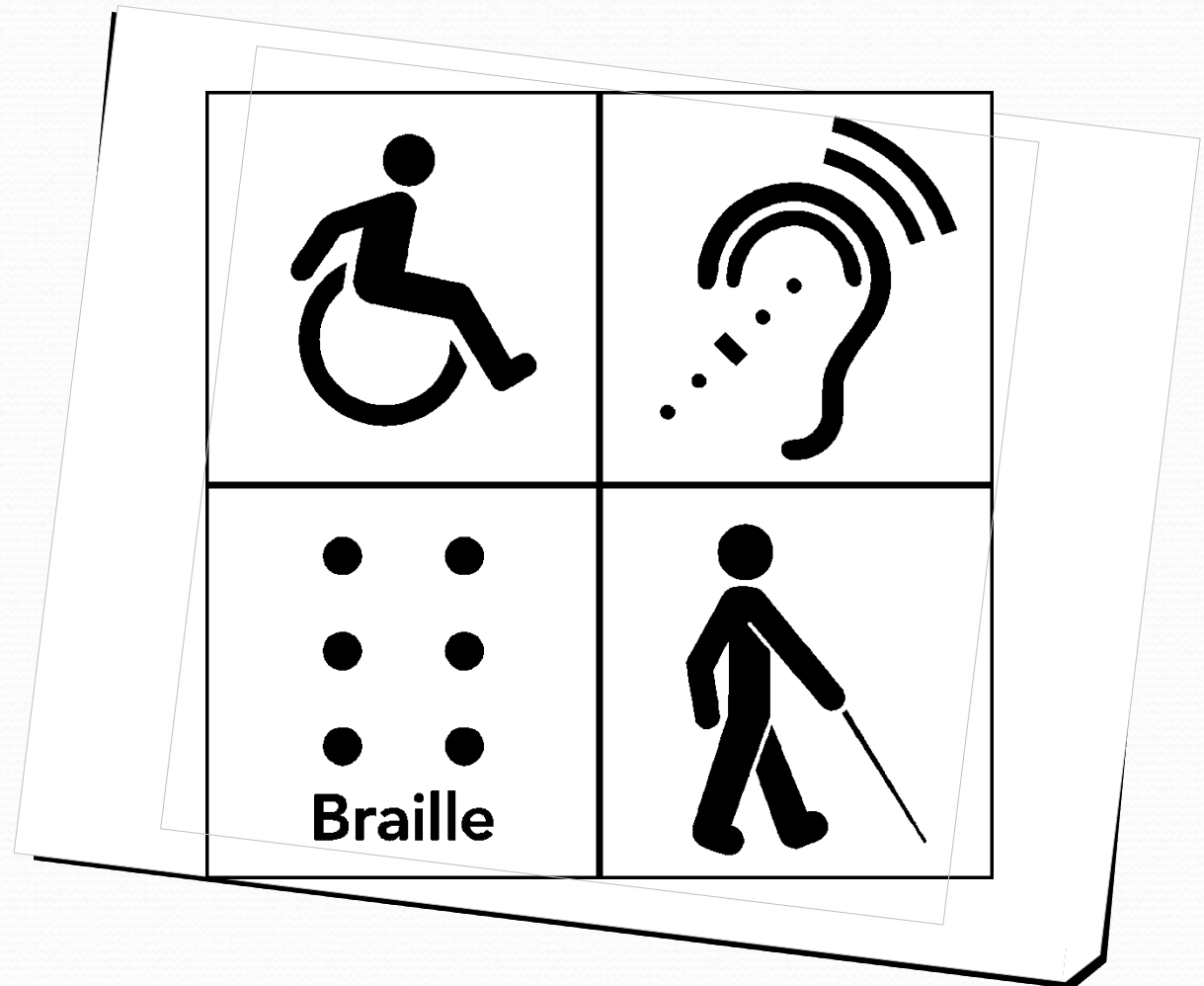
# Part 1: Changing Minds

Exploring our attitudes

## Common disability symbols

What do these symbols signify?

What kind of thoughts do they evoke?





# Case study: Access to College

Michael was involved in a road traffic accident a few years ago and as a result suffered very serious spinal injuries. The medical diagnosis was paraplegia and Michael is now a wheelchair user.

In his Leaving Certificate exam Michael attained sufficient points to pursue an engineering course in his local third level college. After he submitted his enrolment form the college informed Michael that they do not have the facilities to accommodate a wheelchair user and therefore will not be in a position to offer him a place on their course.





# Two perspectives on disability

- A)** Michael is unable to attend college because he is disabled and is confined to a wheelchair.
- B)** As a wheelchair user Michael is disabled by the fact that the college he wishes to attend does not have wheelchair access.



# Definition 1

## Disability:

A substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment.

The Disability Act (2005)



# Definition 2

## Disability:

The disadvantage or restriction of activity caused by contemporary social and cultural organisations which take little account of people who have impairments, and thus exclude them from mainstream social and cultural activities.

National Disability Authority





# Responding to our unconscious fears

## Negative reactions to encountering disability:

- Avoid contact with people with disability
- Act in a condescending or patronising manner
- Be overly helpful and fussing over
- Acting in nervous manner
- Staring or avoiding eye contact



# Case study: Bus Driver Refuses Entry

On the radio show Liveline, 9th of Aug 2007, a Monaghan man told listeners how a bus driver had refused to allow his brother, who has a developmental disability, to board his bus to take a trip to Belfast. The driver cited security concerns as his reason for refusing access.

The man was acting as his brother's carer on the day and had planned to accompany him on the journey.

The man further related that he had also raised the matter with management in the bus depot but the driver's decision was upheld.





# Case study: Job Interview

Stephen is a young man who has a mental impairment. He was employed in a temporary capacity as an assistant administrator with a large distribution company for nine months. Stephen progressed very well in the role and was highly regarded by work colleagues and management in the department.

The position became permanent and a list of suitable candidates was drawn up for interview as per company procedure. The interview panel comprised three department managers who are not known to any of the candidates.

Because of the nature of his impairment Stephen was not competent in the interview situation and had difficulty understanding and responding effectively to the interviewers' questions.

Because he rated poorly at interview Stephen failed to secure the permanent position and subsequently left the company.



# Image Study: **Disabling Environments**



Image 1



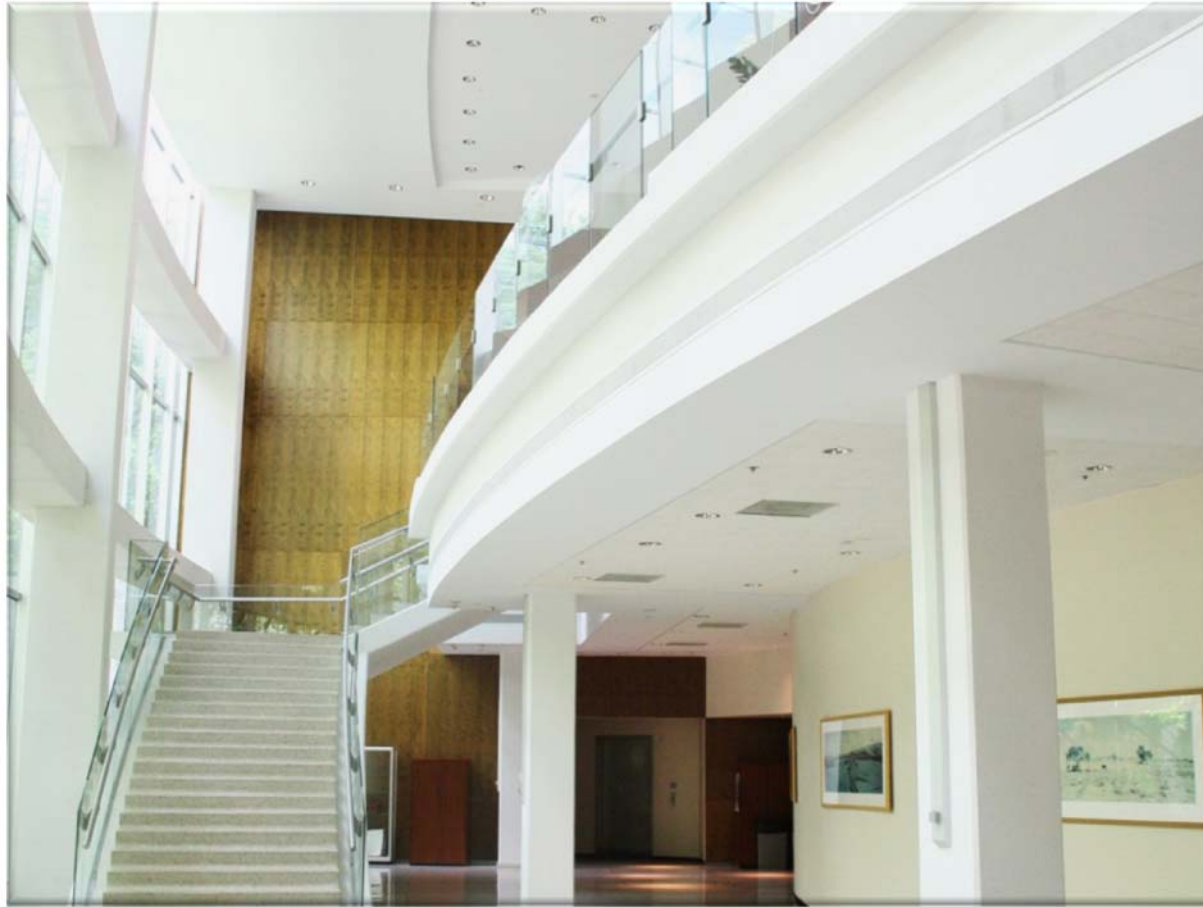


Image 2 [Photo by Sufi Nawaz]



Image 3





Image 4





Image 5





Image 6 [Photo by Paul Szustka]



Image 7





Image 8

be applying  
insurance is selected, 3

III. TERMS OF LOAN	
Term (years)	No. Months
30	360
If your down payment is less section must be ruled to co	
ANT INCOME	

Image 9





Image 10





Image 11



Image 12





Image 13



Image 14 [Photo by Adrian Hancu]



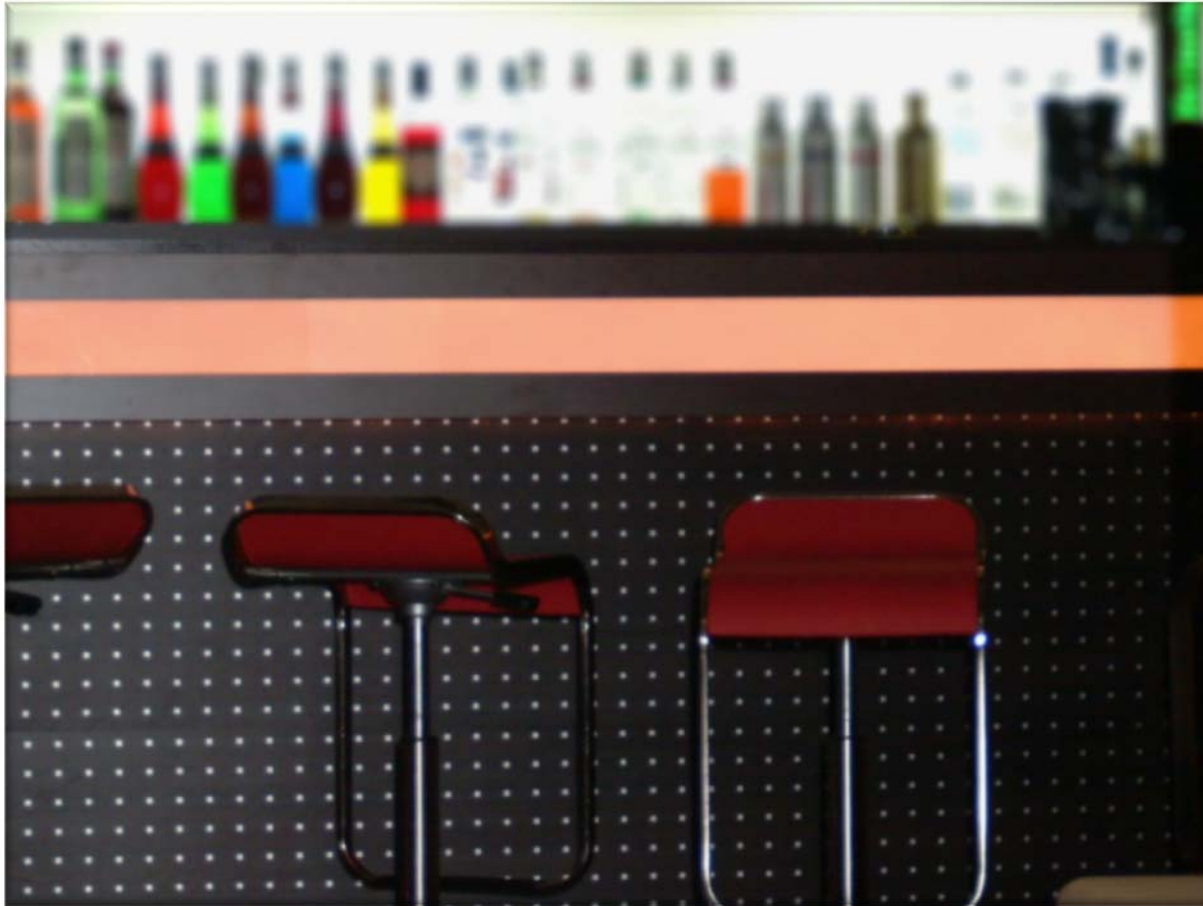


Image 15



Image 16





# **Part 2: Changing practices**

Enabling and sustaining positive change



# Case Study: Early Bus Pass

A 94-year old Battle of Britain veteran was ejected from a bus after a driver noticed his OAP travel pass was not valid - for another 40 minutes.

The former RAF engineer had wanted to get on the bus at 8.50am so he could get into town for a day trip, but the pensioner's bus pass only offers elderly people discounted bus travel in Lancashire, UK after 9.30am.

The driver told the old man he was too early but when the elderly man said there was nothing on his own bus pass about restriction times the driver ejected him from the bus.





# Case Study: Disco Ban

A 20-year-old woman, who suffers from a bone disease, was denied access to a nightclub on the grounds that her crutches could be potential offensive weapons. The woman, who cannot walk unaided, was told by the security staff she could go in if she handed in the crutches, to be returned when she left.

The manager of the nightclub said the ban was imposed on legal advice after two violent incidents, and that their lawyers had assured them that they would not be infringing any discrimination legislation.



# Case Study: Hospital Treatment

A Cork woman, who had to have her leg amputated for vascular reasons, was forced to travel to Dublin for a 6-week-long treatment, even though the same treatment was available in Cork. She was told that if she had lost her leg in a car crash, she could have availed of the treatment in Cork.

The woman had three young children and spending 6 weeks away from her family would cause very significant family upheaval. In the opinion of the senior surgeon the woman would have received the same level of care in Cork as in Dun Laoghaire. The only reasons preventing the woman from being treated near home were administrative.





# Practices and Procedures

Pair / Small Group Exercise

## Current situation

- Can you think of any examples when you have/have not been flexible about a policy when you had the opportunity to help a customer?
- Is there a particular rule or practice that is a constant cause of complaint from customers?
- Are there any rules you disagree with? Why?
- What rules in your current position could be adapted or improved in order to be more inclusive?

## Effecting change

- Who has the authority currently to change rules and policies?
- Could the authorisation process be more flexible?
- Is there anything that you could do to effect change?



# Evaluating Current Services

Pair / Small Group Exercise

## Current services

- What kind of services are we already providing?
- Have they been successful?
- Do any of them require revising?

## Identifying gaps

- Have there already been requests from the public for certain services/access?
- What gaps are we already aware of?
- What new gaps have we discovered during the training?
- What gaps could I personally address?





## Universal Design in my Workplace

Pair / Small Group Exercise

- Is there already evidence of universal design in your workplace or other public places you have visited (or services you have used)?
- What areas in your own working environment could benefit from universal design?

Consider all areas, e.g. the customer spaces, offices, canteen, toilets, car park etc.

- Do we have adequate facilities for children that may accompany adults while using our services?



Continued:

## **Universal design in my workplace**

### **Pair / Small Group Exercise**

- Does our communication system cater for all needs?

Consider this from the point of view of the non-literate, non-native speakers of the language, visual impairment, hearing impairment, speech impairment/non-verbal etc.

- Are staff adequately trained to deal with the diverse needs of people?
- Do we as an organisation convey a positive attitude in relation to disability?





# Barriers of Access

## Creative / Planning

### Architectural barriers

- Building design, area adjacent to the building, parking areas, shape of room, size of doorways, hallways, etc.

### Physical barriers

- Objects added to the environment: doors, windows, lifts and lifting equipment, furniture, workstations, social facilities, bathroom hardware, etc.

### Technological barriers

- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

### Information barriers

- Inadequate or incomprehensible signage; difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

### Communication barriers

- Difficulties receiving information in person or by telephone; difficulties interacting with receptionists or other staff; difficulties receiving training.

### Attitudinal barriers

- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.



# Framework for Inclusion

Creating a blueprint for an ongoing accessibility project for your organisation





# Accessibility Action Plan

## Creative / Planning

- Identify long-term and short-term projects by going through the accessibility auditing document created in the previous exercise.
- Identify changes that can be made with little effort/funding.
- Identify changes that require longer timescale/budgeting.
- Suggest how to include and liaise with the management.
- Consider whether contact or consultation with disability groups or other specialists is required.
- Suggest a communication plan for informing the organisation staff (and if relevant, the public) about the accessibility project.
- Identify roles & areas of responsibility that are to be allocated to staff.



# Project Evaluation Plan

For conducting an Initial Accessibility Audit

Suggested topics to be covered when drafting the evaluation plan:

- Challenges
- Successes
- Impact
- Meeting targets
- Delegating responsibilities
- Reviewing the action plan





# Case study: Action Against Change

XL Manufacturing Ltd. has been in operation for 25 years producing concrete products for supply to the construction industry. The company has enjoyed significant success in recent years and the workforce has now grown to 100 employees.

The company management is proposing to introduce a new computerised time-keeping and attendance system which requires each employee to electrically sign into the building when they commence and leave work.

There is considerable resistance among the employees to the introduction of the clock-in system and they are refusing to cooperate with its implementation.

The company insists that the change is an absolute necessity to cope with the growing employee numbers and will bring significant efficiencies to the human resource and payroll functions of the company.

The employees are threatening the management with industrial action if the company persists with the new technology.