An Interactive Training for Staff Who Serve Youth with Disabilities
Disability Sensitivity Video

Like so many of us, he just doesn't know how to interact with people with disabilities.
Provide Opportunities for Youth with Disabilities

Each of us can provide youth with disabilities valuable skills to propel them on a path toward an independent and successful future.

Youth will have the opportunity to:

• Explore the world of work.
• Get some hands-on experience.
• Gain confidence.
• Boost skills to be more successful at school, work and in life.
Know the Benefits of Hiring Youth with Disabilities

- On-The-Job Training Reimbursement (OJT)
- Work Opportunity Tax Credit (WOTC)
- Employment Networks
- Disabled Access Credit
- Architectural and Transportation Tax Deduction
- The small business tax credit
Resources: Disability Services Network

Below are some of the resources available to youth with disabilities:

- DOR - Vocational Rehabilitation Services
- Work Incentive Planner (SSI & SSDI Student)
- Transition Partnership Program (TPP)
- We Can Work (Work Experience Contract)
- Foundation for California Community Colleges (FCCC-vendor WE)
- Regional Center (Paid Internship Program)
- Local Partnership Agreement ([https://www.chhs.ca.gov/](https://www.chhs.ca.gov/)) CIE
- [www.cacareerzone.org](http://www.cacareerzone.org)
- [YouthServices@dor.ca.gov](mailto:YouthServices@dor.ca.gov)
Variations in Disability Types
What is People-First Language?

*People-First Language* is defined as choosing words about people with disabilities that define the person first, not the disability.

It is important to define who the person “is” before defining what disability the person “may have.”

Language is powerful and our words impact how others are viewed. For example, when we refer to “a participant who uses a wheelchair” in preference to “a wheelchair bound participant,” we maximize the potential of the participant while minimizing the impact of the disability.
LANGUAGE
Can create
BARRIERS
Or
OPPORTUNITIES
for people

Can foster an epidemic of
IGNORANCE or
Celebrate DIFFERENCES
CHANGE YOUR LANGUAGE AND YOU CHANGE YOUR THOUGHTS.

Karl Albrecht
How To Replace Unacceptable Disability Language

• Do not refer to a person’s disability unless it is relevant to the conversation.

• Use the word "disability" rather than "handicap" to refer to a person’s disability. Never use "cripple/crippled" in any reference to a disability.

• When referring to a person’s disability, use "People First Language."

• Avoid referring to people with disabilities as "the disabled, the blind, the epileptics, the retarded." Descriptive terms should be used as adjectives, not as nouns.
How To Replace Unacceptable Disability Language

• Avoid negative or sensational descriptions of a person’s disability. Don’t say "suffers from, a victim of, or afflicted with." These portrayals elicit unwanted sympathy, or worse, pity toward individuals with disabilities. Respect and acceptance is what people with disabilities prefer.

• Don’t use "normal" or "able-bodied" to describe people who do not have disabilities. It is better to say "people without disabilities," if necessary to make comparisons.
Now, let's Practice,
Shall we?
Why yes, let's.
Basic Disability Etiquette

• Speak directly to the person.
• It is appropriate to offer to shake hands.
• OFFER assistance; don’t just give it. If accepted, listen or ask for instructions.
• Treat adults as adults.
• RELAX!
• Don’t apologize if you happen to use accepted, common expressions that seem to relate to a person’s disability.
Etiquette 101: Physical Disabilities

• A wheelchair is part of a person’s body space.
• Pushing the chair is a skill.
• Sit at eye level for notable chats.
• Offer help, but make sure it is provided in an unassuming manner.
• Follow through on whatever needs to be done. No premature exits.
• Keep paths clear in buildings and outside.
• Don’t use wide bathroom stalls if you don’t need them.
• If you are driving them, go easy on the brake.
Etiquette 101: Blindness or Low Vision

• Always identify yourself and others with you.
• Never touch or grab a cane- or the person. In order to gain their attention, you may touch the person lightly on the arm as you speak.
• Don’t assume your help is wanted or needed, rather ask if they would like your help.
• Offer your arm, elbow, or shoulder if assistance is needed. Give them information- “I’m offering you my arm.”
• When moving, describe what is on their path ahead.
• Let them know when you are leaving the room.
• Face them when you speak.
Etiquette 101: Hearing Loss

- Speak normally- hearing aids are tuned for it.
- Keep your face and mouth visible for lip reading.
- Don’t exaggerate speech or emotion.
- Touch their arm or gesture to get attention.
- When a translator is present, address the person with hearing loss.
- Avoid sudden changes of topic in conversation.
Etiquette 101: Cognitive Disability

- Make no assumptions.
- Might need extra time to process information.
- Use clear language.
- Don’t take lack of response personally - they might be overwhelmed.
- Don’t take sudden emotions personally.
- Direct eye contact can be intimidating.
- Allow for different styles of processing information.
Resources: Disability Etiquette


• Job Accommodation Network (JAN)
Strengthen San Bernardino County’s Future Workforce

Angela Gardner
One-Stop Operator for San Bernardino County Workforce Development Solutions, Inc.
angelagardner.wds@gmail.com

Robert Loeun
District Administrator
Department of Rehabilitation Inland Empire District
Robert.Loeun@dor.ca.gov

Jessica Rodriguez
Regional Director
Goodwill Southern California
jrodriguez@goodwillsocal.org
Thank You for Your Attention

Diversity is our advantage

Shared Success
ONE SYSTEM ONE VISION

Proud Partner of the San Bernardino County AJCC Workforce System

GenerationGo!
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