



THE

CHANGE CHAMPIONS

PROJECT GUIDE



Using this Guide

This guide was written as a tool for people seeking to increase organizational capacity to include people with disabilities - to be Change Champions for inclusion!

The guide begins with information on how the Change Champions Project began and who was involved. Drawing from research and real-life experiences during the Project, this guide contains information about how to:

- identify organizations ready for an inclusion project;
- engage people in the project (finding your Change Champions!);
- capitalize on organizational values and goals;
- building on existing individual and organizational strengths;
- assess the current levels of inclusion in organizations;
- prioritize efforts to increase inclusion; and
- measure project outcomes.

Examples of tools used during the Project are included in the Toolkit. In addition, this guide contains other resources which are useful in building organizational capacity to include people with disabilities. Certain materials are available as Microsoft Word files so they can be edited for your use. In addition, materials such as the introductory brochure can be revised by adding your own images, contact information, and logos.

The Change Champions Project was supported by an investment from the Illinois Council on Developmental Disabilities. We are grateful for the Council's ongoing efforts to help us create new approaches to support individuals with disabilities to live full lives and be fully included in their community of choice.

We wish to thank our Community Connectors: Valerie Barich, Maria Castillo, Kathy Lyons, Jodi Newmark, Consuelo Puente, and Cynthia Witherspoon. Dr. Paul Arntson has generously shared his knowledge and time and has contributed greatly to this project. Special thanks go to our student contributors Uriah Arntson-Hayes and Elias Silver from Evanston Township High School, and Harman Bharj, Alec D'Alelio, and Mari Gashaw from Northwestern University. Finally, we thank all of our Change Champions, especially those with disabilities who shared their own stories, for joining with us and leading the way toward more inclusive organizations and communities.



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Introduction

Individuals with disabilities are part of every community, are diverse, and have gifts and talents to contribute. However, organizations often struggle in understanding how to successfully engage these individuals as members, employees, volunteers, and consumers. Through the Change Champions Project, Center for Independent Futures partnered with a diverse group of civic, social, religious, and business organizations in four distinct Chicagoland communities to increase inclusion of people with disabilities. The Project created stronger organizations, fuller lives for individuals with disabilities, and richer, more welcoming inclusive communities. The Change Champions Project provides organizations with tools to create an inclusive environment that benefits from the contributions of individuals of all abilities.

The Change Champions Project partnered with organizations in Evanston, Frankfort, Little Village, and the Chicago North Shore communities. In Evanston, a suburb just north of Chicago, partner organizations included the McGaw YMCA and the Evanston Public Library. In south suburban Frankfort, we worked with the Frankfort Chamber of Commerce and the Frankfort Lions Club. Corazon de Valor y Fortaleza (a domestic violence prevention non-profit) and the United Church of Christ were our partners in Chicago's Little Village community. On the Chicago North Shore, we partnered with two Jewish Synagogues, North Suburban Synagogue Beth El and North Shore Congregation Israel.

Through collaborative partnerships with these organizations, we discovered, enhanced and built on the inclusion of people with disabilities that was already happening. We worked together to build a team of organizational "Change Champions." The Change Champions teams created and communicated a vision of what inclusion of people with disabilities meant in each organization. The Change Champions identified barriers to inclusion and created strategies to address barriers. Ultimately, the project resulted in new opportunities, attitudes, and relationships - both for people with disabilities and for each partner organization.

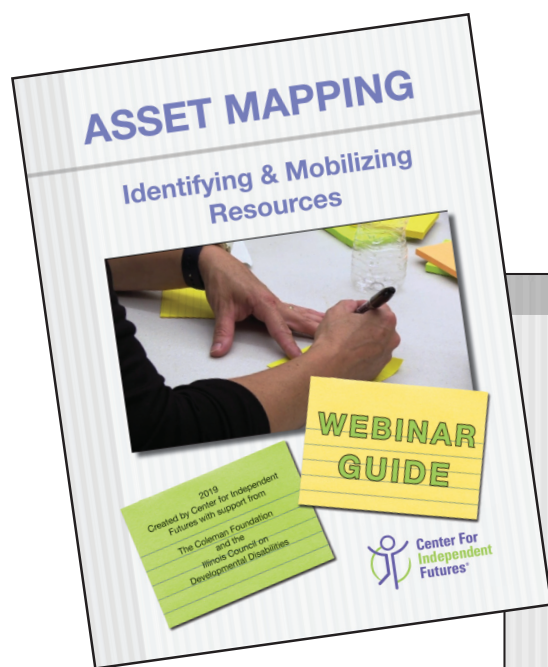
The mission of Center for Independent Futures is to create innovative product and service models that give individuals with disabilities and their families the skills and opportunities to realize a full life. Through the Change Champions Project, individuals and organizations work together toward a future where people with disabilities have access to all the opportunities of a full life, benefiting individuals, organizations, and communities as a result.



Where to begin?

Where do you start? If you are a member of an organization that has already determined it wants to become more inclusive for people with disabilities, congratulations! This guide will provide valuable information, tools and resources to help strengthen your organization by utilizing the talents and skills of people of all abilities.

If you are an individual, or part of a group who wants to work with another organization to help it become more inclusive for people with disabilities, your first challenge will be how to identify community organizations who are most likely to share that goal. One way to identify a community partner is to engage in community asset mapping. For detailed information about the process of Community Asset Mapping, please refer to our **Guide to Community Asset Mapping and Asset Mapping Webinar series**.



LINK TO WEBINAR GUIDE:

<http://bit.ly/AMWGuide>

Guide contains links to
Webinar Series and Downloadable Forms

CHANGE CHAMPIONS PROJECT

BUILDING INCLUSIVE COMMUNITIES

Most importantly, we recommend that you engage people of all abilities in your work in order to keep the goals and interests of people with disabilities at the forefront. People with disabilities have the same diversity in interests and goals as people without disabilities. However, people with disabilities can offer rich insight from their lived experiences that is invaluable when considering how to help organizations benefit from the contributions of people of *all* abilities.



Case Study: When Values Clash



Organizations open to inclusion may not appeal to everyone. In Little Village, community members identified a church which valued diversity and inclusion for people with disabilities. The pastor was committed to making the church a place that was welcoming for all. The church sought to be a sanctuary for members of the LGBTQ community as well. To demonstrate the church's desire to welcome the LGBTQ community, the church displayed a large rainbow banner outside the building. However, some members of the church who valued the church's acceptance and inclusion of their children with disabilities did not share the same value for including members of the LGBTQ community and left the church. This situation highlights the fact that diversity, equity and inclusion can mean different things to different people, and that family or personal values may be in conflict with an organization's desire to be welcoming to all.



Defining Disability

We encourage taking a broad view when defining “disability” for the purposes of building organizational capacity. The Centers for Disease Control and Prevention (CDC) issued a 2018 report that 61 million Americans, or one in four U.S. adults, have a disability that impacts major life activities. The CDC identified the following six disability types, in order from most to least common:

- Mobility
- Cognition
- Independent living
- Hearing
- Vision
- Self-care

Others include individuals with mental illness, the seniors or “aging” community and the recovery community in the disability community.

The Nielsen Company defines the following Disability Market Segments in a 2016 study on consumers with disability:

- Physical Limitations
- Vision Difficulty
- Hearing Difficulty
- Independent Living Difficulty
- Learning Disability
- Intellectual Disability

As a leader for inclusion, consider your own thoughts and language around individuals with disabilities. As a first step, take an implicit bias test.

LINK TO IMPLICIT BIAS TEST:

<https://implicit.harvard.edu/implicit/research/>

1. Select “Take a Test” tab

2. Select “Disability IAT” to test implicit bias about disability

Despite differences in how disabilities are categorized, it is clear that the population of people with disabilities is large and diverse. The following statistics emphasize how many people have a connection to someone with a disability:



1 in 4 people in the U.S. has a disability
(U.S. Center for Disease Control)



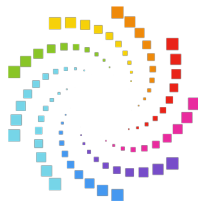
More than 1 in 3 households have a member that identifies with a disability
(Nielsen’s Reaching Prevalent, Diverse Consumers with Disabilities Report, October 2016)



Approximately 10% of U.S. families have at least 1 child with a disability
(U.S. Census)



Americans with disabilities - more than 54 million people - are the third largest market segment in the U.S. Add in their families, friends and associates and you get a trillion dollars in purchasing power
(U.S. Dept. of Labor)



Organizational Capacity Building

Whether you are a member of an organization, or an outsider collaborating with an organization, the organizational capacity building process is one of continuous learning. We use the acronym **LEARN** to describe the organizational capacity building process:

Listen first – what matters to the organization? Build on strengths, identify needs

Engage enough people and the right people – find your champions

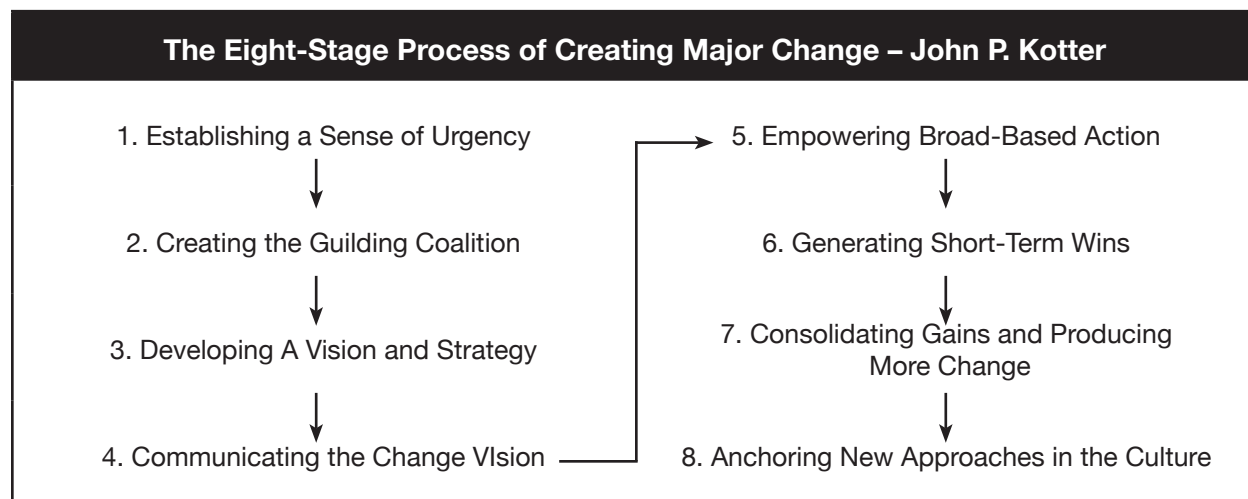
Act – do something! Start with a short term win

Review, reflect, and revise – assess the results of your efforts to plan next steps

New – relationships, new understandings, new attitudes, and new opportunities make inclusion a celebrated organizational cultural norm



The organizational change process used in the Change Champions Project was modeled after “The Eight-Stage Process of Creating Major Change” from Leading Change by John P. Kotter.





LISTEN

Begin any organizational capacity building process by first being a good listener. When you have identified an organization which seeks to become more inclusive for people with disabilities, the first step is to listen for the “why.” There may be multiple reasons, but it is important to discover the organizational goal or interest in becoming more inclusive. Organizations may value inclusion because it’s “the right thing to do” but there are many additional benefits to being inclusive. Here are some other reasons an organization might value inclusion:

- **Business Case** - inclusion will increase profits and grow market share.
- **Equity, Diversity and Inclusion** - people with disabilities can be included in an organization’s efforts to address other equity, diversity and inclusion issues concerning race, gender, gender identity and other identities.
- **Organization Mission** - inclusion may be part of the organization mission or values.

Business Case

Businesses can increase profits by being inclusive. Similarly, organizations can increase membership when they include people with disabilities. For more than 90 years, the Nielsen Company has measured and analyzed consumer data in the media, advertising, retail and consumer goods industries.

Recognizing the size and purchasing power of the disability community, the Nielsen Company recently designed a study to quantify and define the impact of consumers with disabilities. In their words:



The study culminated in our recent report, Reaching Prevalent, Diverse Consumers with Disabilities, and is the first on consumers with disabilities. The report provides rare and valuable insight into the lives of people with disabilities and their families. First and foremost, our research found that people with disabilities are widespread within the U.S., making up 19% of the total population. Second, people with disabilities are diverse and represent all demographic characteristics. Finally, consumers with disabilities are powerful, representing a \$1 billion market segment according to the U.S. Census Bureau. And when we delved a bit deeper, we found that power is especially evident in certain cases and categories.



For instance, consumers with disabilities make more shopping trips, spend more per trip than the average consumer and spend less of their total dollar volume on deals and coupons. In the store, consumers with disabilities spend 20% more on pet food and 19% more on pet care than the average consumer. When it comes to food, consumers with disabilities spend 11% more on bread and baked goods and 8% more on packaged meats. All of these purchasing characteristics and preferences indicate that consumers with disabilities make up a powerful and significant consumer group for retailers and manufacturers who are able to engage these shoppers.

<http://sites.nielsen.com/newscenter/measuring-impact-consumers-disabilities/>

<https://www.nielsen.com/content/dam/corporate/us/en/reports-downloads/2016-reports/reaching-prevalent-diverse-consumers-with-disabilities.pdf>



Case Study: Business Case for Chambers of Commerce

In Frankfort, the Frankfort Chamber of Commerce is an association that connects many local businesses and that engages a large number of volunteers during its annual Frankfort Fall Fest. Fall Fest is a Chamber sponsored community-wide event that attracts more than 250,000 people to the city to shop from more than 300 artisans. Recognizing the high visibility opportunity to demonstrate the value of inclusion, the Change Champions Project began by having people with disabilities volunteer at the Fall Fest. Visitors and vendors appreciated the volunteer efforts. As a result, the Chamber began to recognize the contributions of people with disabilities. Inclusion furthered the Chamber's mission to promote a healthy business climate. Importantly, the Chamber realized how it could provide a service to its members - local businesses - by helping them understand the value of the consumer market of people with disabilities and providing resources for businesses seeking to learn more about this market.



Before the Change Champions Project, Fall Fest decorations at the entrance to the City Hall were placed where they blocked access to the automatic door opener. People who required an accessible entrance were unable to get in the building.



After working with local Change Champions, the City now places the flowers so they do not block the door opener.



Fall Fest Volunteers



Equity, Diversity and Inclusion Effort

Organizational equity, diversity, and inclusion efforts to improve access, opportunity, and representation for traditionally underrepresented populations should include people with disabilities. Diversity in an organization improves decision-making and enhances the work environment.

Using “diversity” to advance inclusion of people with disabilities:

- ☐ Brings attention to the need for equity for people with disabilities
- ☐ Recognizes the importance of the work done by people with disabilities and those supporting them
- ☐ Provides a platform to grow resources, funding, capacity, and opportunity
- ☐ Connects us to allies advancing equity for other traditionally marginalized populations



The first Gerber baby with Down syndrome will steal your heart

For the first time since the contest's start in the 1920's, Gerber has chosen a child with Down syndrome as their Gerber baby. Lucas Warren, a 1-year-old from Dalton, Georgia is the 2018 Gerber Baby of the Year.



Case Study: Building on Existing Equity, Diversity and Inclusion Efforts



Evanston Public Library

The Evanston Public Library's vision statement includes: "All Evanston residents of every background and ability have the opportunity to enjoy an intellectually and culturally rich life." The Change Champions Project recognized an opportunity to advocate for capacity building in the area of disability inclusion when the Library embarked on a well-publicized equity and diversity study. Although the focus of the study was primarily racial equity, it presented an opportunity to connect disability to the broader diversity and equity initiative.



YMCA

The Evanston McGaw YMCA, a member of the national YMCA DIG (Diversity, Innovation and Global Innovation) network, had recently implemented an LGBTQ+ inclusion project. They had a stated commitment to equity, diversity and inclusion (EDI), and recognized "people with differing abilities" (the language used by the McGaw YMCA) should be included in EDI efforts.

Beyond the stated commitment to diversity and inclusion, the Change Champions chose to partner with the McGaw YMCA because people with disabilities were already included as staff, members, and volunteers. In addition, the McGaw YMCA had partnerships with local schools and agencies who supported people with disabilities in the community. Building on this existing foundation, the Change Champions team at the YMCA identified three areas for improving inclusion: 1) improving signage within the century-old building; 2) reviewing and revising Human Resources policies; and 3) providing staff development to increase capacity to include people with disabilities.

Here is the YMCA's inclusion policy:

YMCA Commitment to Inclusion: *The Y is made up of people of all ages and from every walk of life working side by side to strengthen communities. Together we work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation has the opportunity to reach their full potential with dignity. Our core values are caring, honesty, respect and responsibility—they guide everything we do.*



Organizational Mission or Value

The desire to be more inclusive for people with disabilities can also stem from an organization's mission or values. For example, the Chicago Synagogue Inclusion Project grew from the shared value to have Jewish synagogues be a welcoming place for all members of the faith community. Beginning in 2015, Encompass and the Jewish United Fund launched the Chicago Synagogue Inclusion Project - a multi-year, comprehensive outreach, research and planning process to answer key questions about barriers to participation in synagogue life for individuals with disabilities and their families. In the first year, the Project identified key partners and conducted research. The Project engaged in a "listening tour" to hear from synagogue leadership, rabbis, educators, and community members and surveyed synagogues and community members. In the second year of the Project, focus shifted from research and engagement to engagement and education. The Project sponsored four workshops to provide education and training to members, staff and lay leadership and to recruit inclusion "champions." In the third year, the Project began to leverage inclusion to enhance and impact the lives of people with disabilities.

The Project's impact included:

- an elevated awareness about inclusion in the Jewish community (see link to NPR story);
- increased access to expertise and resources through collaboration and partnerships to support social service needs;
- a new Community Endowment Fund for Adults with Disabilities;
- employment and volunteer opportunities for people with disabilities.



Link to NPR & JUF news article:

<https://www.npr.org/2017/10/15/556372789/chicagos-jewish-community-unites-to-be-more-inclusive-of-people-with-disabilities>

<https://www.juf.org/news/local.aspx?id=446861>



Case Study: Service Organizations Moving from Support to Membership

With the Lions Club, the Change Champions team built on the Club's tradition and history of supporting vision projects, hearing and speech conservation, and youth engagement to help the Club be more inclusive to **members** with disabilities. Shifting the focus from providing aid to people with disabilities, the Project allowed the Club to see people with disabilities **as experts with knowledge and experience to share**.

As an example, Max, a young man with IDD, physical and visual impairments, had received magnifying equipment from the Lions Club as a middle school student. After joining the Club as an **adult member**, Max offered to educate Club members about his experience using vision support technology. He spoke about the pros and cons of relying on technology versus in-person community connections, how much privacy and money a person with disabilities sacrifices to access technology, and how the key to choice and independence is cultural change.



Lion's Club Members Max and Valerie

Max's experience allowed Club members to better understand the impact of their support, as well the limitations of using technology and other continuing challenges faced by people with disabilities. His presentation also led to the Club requesting that Max conduct membership training on how to be "An Inclusive Lion."

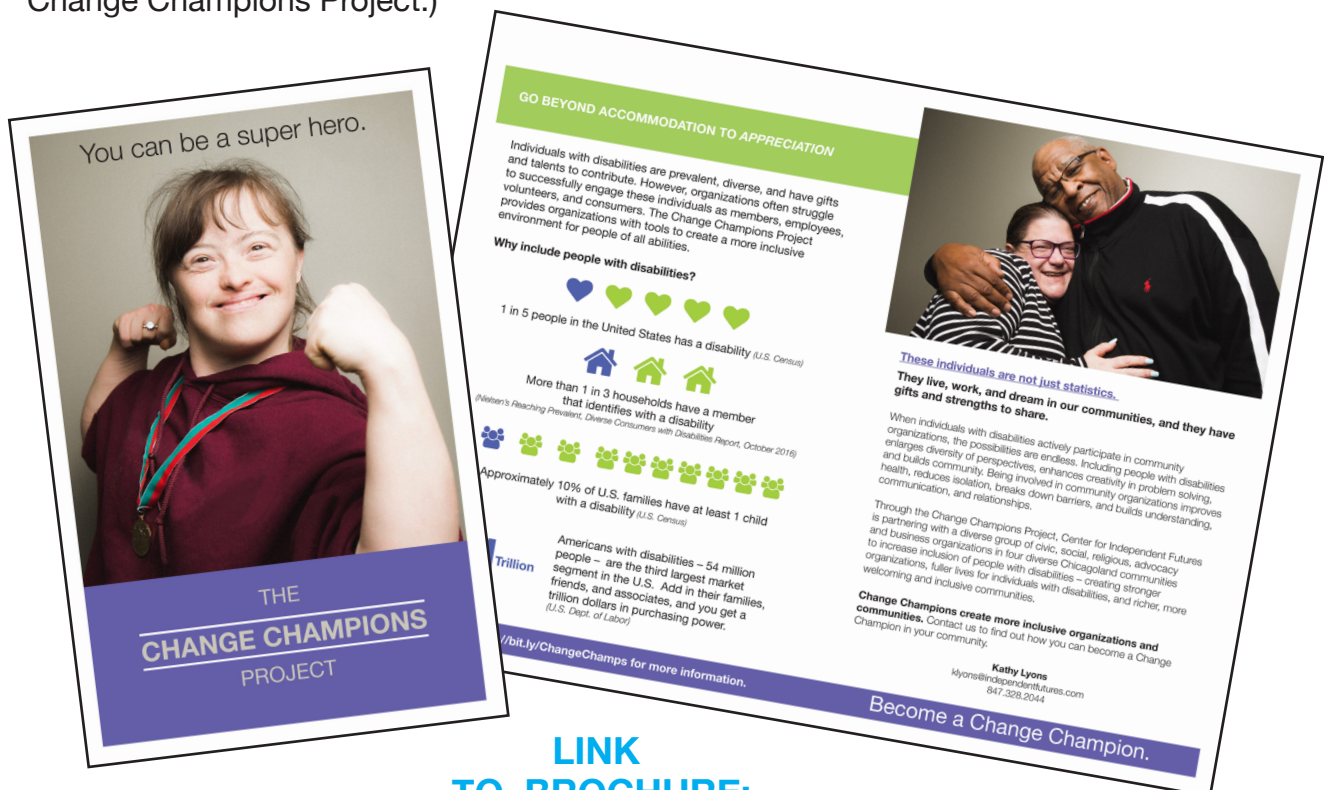


ENGAGE

Organizational change requires the engagement of multiple people in the organization. Research indicates a minimum of four people must be engaged for organizational change efforts to succeed. Capacity building and culture change is a slow process, and turnover is common, particularly among non-profit organizations. Here is an example of how to introduce the project in your organization:

The Change Champions Project seeks to create an inclusive environment that benefits from the contributions of individuals of all abilities. We will work together to create and communicate a vision of what inclusion of people with disabilities looks like for our organization, identify potential barriers to inclusion, and increase the ability of people with disabilities to be a part of all our organization has to offer.

(See the Toolkit for an editable word document brochure to use to introduce the Change Champions Project.)



LINK
TO BROCHURE:

<http://bit.ly/CCEditBrochure>

Editable Word Document

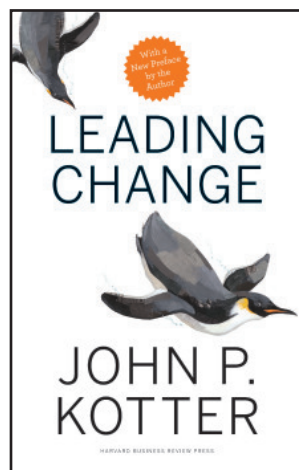


To be successful in increasing organizational capacity to include people of all abilities, recruit people who already have an interest in inclusion. How do you find these people?

- Start with personal connections - if you already know someone in the organization you can build on your personal connections
- Ask each person you talk with if they can recommend someone else in the organization who might be interested in inclusion
- Ask at every training or meeting whether attendees want to join your group
- Staff members with a disability may have an interest, but don't assume they do!
- Staff members who have a family member with a disability also may be more interested in inclusion
- Staff members who have worked with people with disabilities may be interested or have experience or expertise to share
- Board members, volunteers, customers, or clients who have a disability, or who have a family member with a disability may also be interested and willing to share their expertise

Your project will be easier if you gain the support of organizational leaders, but, as John Kotter writes in Leading Change: “A guiding coalition made up only of managers- even superb managers who are wonderful people - will cause major change efforts to fail.”

Rather, he states:

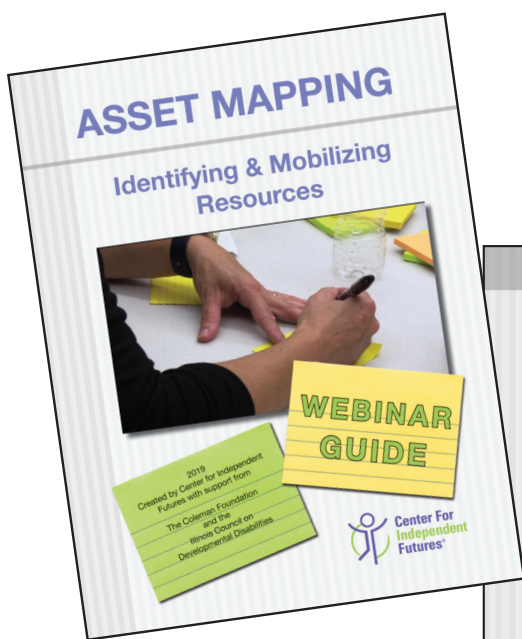


In successful transformations, the president, division general manager, or department head plus another five, fifteen or fifty people with a commitment to improved performance pull together as a team. This group rarely includes all of the most senior people because some of them just won't buy in, at least at first. But in the most successful cases, the coalition is always powerful -in terms of formal titles, information and expertise, reputations and relationships, and the capacity for leadership. Individuals alone, no matter how competent or charismatic, never have all the assets needed to overcome tradition and inertia except in very small organizations.



Personal, Group and Organization Asset Mapping

One way to build and engage a team of Change Champions is to do “asset mapping.” As you build your Change Champions team, it is helpful to know **your own assets**, the **assets of your team members**, the **assets present in your organization**, and those in the larger community. Assets include gifts, talents, expertise, knowledge and resources. The process of identifying and recording these assets is “**mapping**.” When you understand the self-interest and motivation of the individual members of your team, you can mobilize their gifts, talents, expertise and knowledge. For more information on personal and group asset mapping, see the Center for Independent Futures Guide and Webinar series on Asset Mapping.



LINK TO WEBINAR GUIDE:

<http://bit.ly/AMWGuide>

Guide contains links to
Webinar Series and Downloadable Forms

CHANGE CHAMPIONS PROJECT

BUILDING INCLUSIVE
COMMUNITIES

In addition to the personal assets of your Change Champion team members, organizations also have many different types of assets. Organizational assets can be people, physical space and facilities, materials and equipment, expertise, customers or members, networks of connections, and economic power. Any organizational change project should include asset mapping to build on the existing strengths of the organization, and to build connections both within the organization and with other community resources. For this project, organizational assets are what already exists within your organization that supports the inclusion of people with disabilities.



See the Tool Kit for the following Asset Based Community Development Institute Organizational Asset Mapping Documents. Use these to work with Change Champion team members to identify and document existing assets which support inclusion of people with disabilities:

A Window into My Organization Connecting Your Organization's Assets to This Project

A Window into My Organization
Review the types of assets that can be found within an organization.

Personnel	Space and Facilities	Materials & Equipment
Expertise In/Outside of Job: Ability to Teach Art Music Athletics Individual abilities: Finances Community History Writers Health Care Individual Traits: Ideas Energy Enthusiasm Technical Training: Computers Communications Vehicle Operations & Repair Investigation and Research Child Care Networks of Connections Knowledge of Community Leadership Development	Meeting Rooms Break Rooms or Kitchens Glass Display Cases Computer Rooms Drinking Fountains Gardens Bulletin Boards Parking Lots Bathrooms Expertise Classes: Arts, Athletics, Math, GED, Literacy, Language Educational Workshops: Crime Prevention Computer Literacy Healthy Eating Storytelling Leadership Skills Knowledge of Community Education & Training Courses	Computers Expensive Software Desks, chairs, & other Furniture Scanner Printing Equipment Fax and Copier Digital Camera Books, magazines, & newspapers Telephones for hearing impaired Artworks Literacy and GED materials Community History Files Information on Community Organizations Social Service Resources Financial Information

Constituents
 Individual Abilities & Interests
 Individual Traits:
 Ideas, energy, idealism
 Linkages to Adults & Children
 Linkages to Community
 Collective Abilities & Interests

Networks of Connections
 Private Institutions
 Public Institutions
 Associations
 Individuals

A Community Building Workbook ©2005

A Window Into My Organization

Personnel

Space and Facilities

Materials and Equipment

Expertise

Economic Power

Networks of Connections

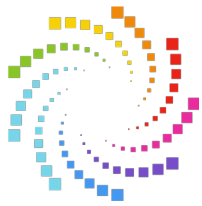
Asset-Based Community Development Institute

Connecting Your Organization's Assets To This Project
 When looking within your organization, there are a number of assets that can be used to strengthen your project.

Identify your organization's assets.	How will these assets be connected to your project?
PERSONNEL	
EXPERTISE	
ECONOMIC POWER	
CONSTITUENTS	
NETWORKS OF CONNECTIONS	
SPACE & FACILITIES	
MATERIALS & EQUIPMENT	

A Community Building Workbook ©2005 Asset-Based Community Development Institute

Also, in the next section of this Guide, and in the Toolkit, you will find “The Five P’s Inclusion Indicator Checklist” which can also be used to identify existing organizational assets which support inclusion.



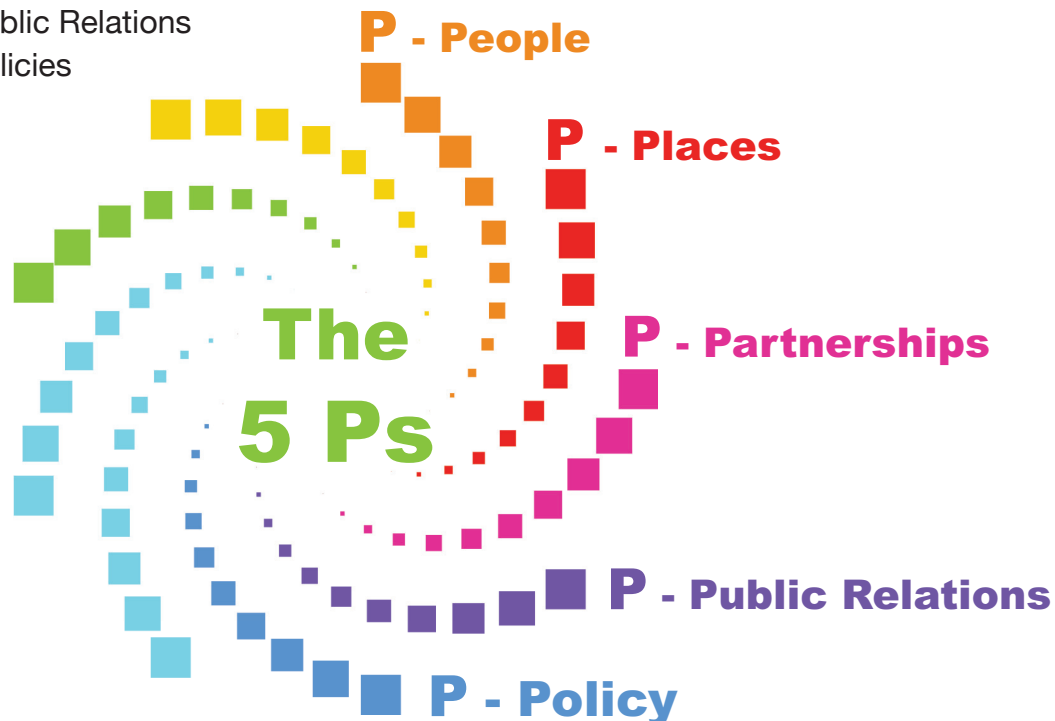
ACT

After you have a group of at least four people, decide on an early action you can take to move the project forward. There are different ways to decide what to focus on first. The best initial actions will recruit new Change Champions to your project, align with your organizational values, and advance broader organizational goals. Your project will gain momentum if you can achieve some “easy wins” - goals that are achieved relatively quickly and simply using the initial team you’ve gathered.

The Five P’s Inclusion Indicator Checklist¹

One tool to help identify and prioritize inclusion efforts is “The Five P’s Inclusion Indicators Checklist.” The “Five P’s” are an organization’s:

- People
- Places
- Partnerships
- Public Relations
- Policies



¹ The Inclusion Indicators Checklist was adapted from the National Service Inclusion Project “Planning for Inclusion: Indicators of an Inclusive Service and Volunteer Organization” which is listed in the Additional Resources section of this Guide.



Here is a description of how inclusion is reflected in each of the “five P’s”

People

An inclusive organization includes people with disabilities externally and internally. Externally, people with disabilities and their families are customers, clients, and members. Internally, people with disabilities are staff, volunteers, Board members, and organization leaders. The inclusive organization collects demographic data on disability. The organization recruits, develops, and supports people of all abilities. The organization builds competency, capacity, and a culture of inclusion at all levels of the organization.



Places

Organizations must be physically accessible and welcoming to people with disabilities. This includes compliance with state and Federal laws such as the Americans with Disabilities Act (ADA)². However, a business or organization’s environment includes more than architecture and also extends to the tone set by the organization. An inclusive environment affords people with disabilities the same opportunities, rights, and respect as all others.

Creating inclusive environments includes providing not only barrier-free physical space and facilities such as ramps, elevators, and ADA compliant doors, levers, and desk height, but also considers lighting, paint color, and room set-up. Businesses should allow access to goods and services. Signage should be designed so it is useful for people with disabilities. Designing an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability is called “Universal Design” or “Inclusive Design.” (See Toolkit for Universal Design Handout)

² Note that state requirements can exceed ADA requirements. In Illinois, the Environmental Barriers Act (EBA), enacted in 1985 and amended in 1996 and 2017, is the statute that governs physical access for people with disabilities in new construction, additions and alterations to public facilities. The Illinois Accessibility Code (IAC) contains the design standards required by the EBA.



Partnerships

A key factor in improving an organization's capacity to include people with disabilities is connecting to other organizations and associations who support, serve, or market specifically to people with disabilities. Foster relationships with contacts that can connect you with people with disabilities. These can be advocacy groups, organizations that support people with disabilities, and local schools.



Advocacy and disability services organizations – There are national and local advocacy groups such as the ARC, National Association for Down Syndrome or Disabled American Veterans. Most communities also include organizations that support people with disabilities, such as Center for Independent Futures.

Schools – Schools can connect students with disabilities and their families to your organization. In the U.S., public schools are required to provide transition services for students with disabilities beginning at age 14 ½ and continuing until students reach the age of 22.³ Transition programs prepare students for independent living, including building employment and community engagement skills. A growing number of post-secondary education programs prepare young adults with disabilities for employment and independent living. If your organization seeks to engage more people with disabilities, build connections with your local schools and colleges.



Gerber

³ Federal law requires schools to provide transition services until a student reaches age 22. However, some state laws provide for services beyond age 22.

Public Relations

Public relations includes both **who** your organization or business interacts with and **how** you interact with them. An inclusive organization recognizes people with disabilities as valuable customers, consumers, or members. An inclusive organization demonstrates that value of people with disabilities by making communications understandable and clear to a diverse audience using multiple communication formats. The organization also portrays positive images of



people with disabilities in marketing and materials and uses positive and person-centered language.

The following are examples of inclusive communication tools and strategies:

- The website is designed to be accessible for people with disabilities
- Communications are in plain language, use accessible formatting and graphics, and are available in multiple media
- Instructions on how to request accommodations are included in all materials
- Inclusion of people with disabilities is promoted as a value of the organization



Policies

Policies, practices, and procedures should be designed to ensure inclusion. Inclusive organizations have written policies and procedures that specifically address inclusion of people with disabilities. Those policies and procedures become common practice because everyone in the organization understands and values inclusion.

For example, inclusive organizations:

- include disability in their statement of non-discrimination
- incorporate on-going training to ensure staff competency and capacity
- collect and review data on demographics, and requests for accommodations
- contract with businesses and vendors that are accessible, accommodating and inclusive (for example, host events only at places that are physically accessible for all)

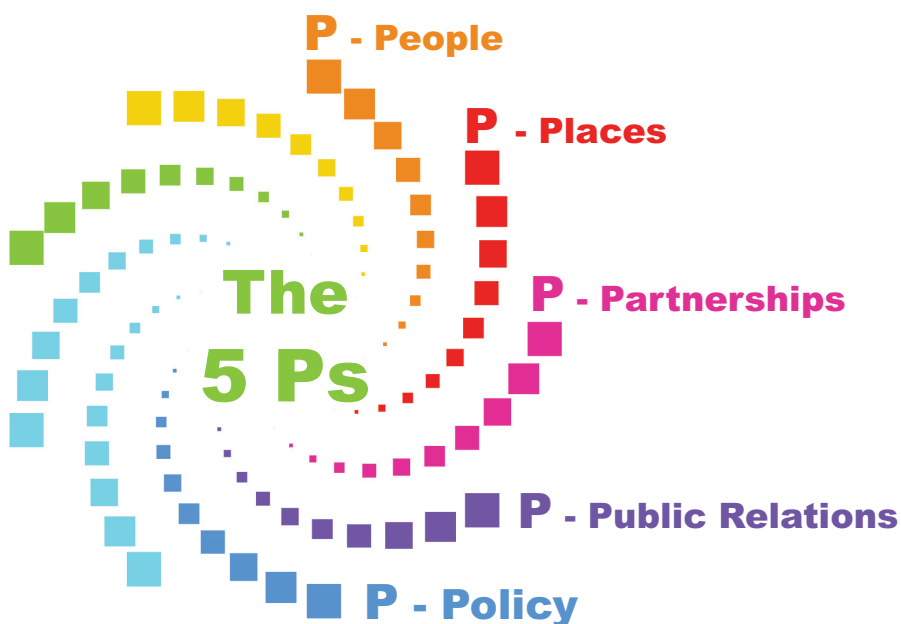


Using the 5 P's

A longer list of Inclusion Indicators for each category is included in the Toolkit. These lists are not meant to be all-inclusive. However, they are examples of organizational “best practices.” The 5 P's Inclusion Indicators Checklist can be used in multiple ways, for example:

- As a checklist or a “roadmap” to building a more inclusive organization;
- As a “menu” to help prioritize where to focus the inclusion efforts; or
- As a survey or assessment tool.

For many people first considering how to make an organization more inclusive, viewing the indicators as a long laundry list of tasks to accomplish can be daunting. As an alternative approach, consider presenting the checklists as a “menu.” Using the checklists to prioritize an initial area of focus may feel more achievable and less overwhelming. The indicators can also be used as a tool to measure the status of inclusion in the organization. For example, the indicators can be used to create a survey to solicit feedback from staff, leadership and management, customers or community partners.



See the Toolkit for the full checklist of inclusion indicators in each category.



ACT – START SMALL AND BUILD MOMENTUM

Here are some examples of successful initial actions from the Change Champions Project:

- **Engage people with disabilities** to be on the Change Champions team - the McGaw YMCA included staff with disabilities as team members from the start.
- **Meet with department heads** to introduce the project and recruit team members - the Evanston Public Library used the Inclusion Indicator Checklist to prioritize first steps.
- **Conduct a survey** to establish existing strengths and areas for growth (See sample surveys in the Toolkit).
- **Provide Ability Awareness Training** for Staff and Volunteers (See Toolkit for Ability Awareness Training Tools).
- **Convene a panel of experts** - people with disabilities - as a focus group to tell the organization what is working and to make recommendations as to how to improve accessibility and inclusion (See sample focus group questions in Toolkit).
- **Participate in an organizational effort with people with disabilities** - in Little Village, individuals with disabilities and their families marched in a community demonstration against violence and utilized the talent of a young artist with disabilities to make the organization's banner.
- **Fill an organizational need** - at the Evanston Public Library and the Frankfort Library, people with disabilities volunteered to be “books” in Human Library events. The Human Library™ is designed to build a positive framework for conversations that can challenge stereotypes and prejudices through dialogue. <http://humanlibrary.org/>
- **Begin tracking disability inclusion:** encourage the use of optional disability questionnaire on employment hiring or exit interviews, add a box for “disability” on any demographic data gathering documents, publicize that accommodations are available, and record requests for accommodations.



- **Establish a baseline** to measure the current status of inclusion in the organization. In the Chicago Synagogue Inclusion Project, survey results from 50 Chicagoland synagogues and nearly 1500 Jewish households indicated the following key findings which shaped the Project goals and action plan:
1. Households touched by a disability reported feeling invisible, left out, or perceived as disruptive
 2. Congregations don't know who has disabilities
 3. Perceptions of a synagogue's inclusion efforts impacts membership decisions
 4. Synagogue leaders rate inclusion efforts higher than household respondents
 5. Synagogues are inconsistent in their approach and ability to be inclusive
 6. All synagogues share inclusion as a value and momentum exists to move these efforts forward

As demonstrated by the various actions taken in the Change Champions Project, there are lots of ways to begin taking action. For example, consider whether you can capitalize on something currently going on in the organization, such as:

- a building or renovation project where ADA compliance is required;
- an existing equity, diversity and inclusion effort;
- an invitation to partner with an organization supporting people with disabilities; or
- a need to reach new customers or new markets.



Change Champions painting at a community art event



Change Champions attend a church picnic





REVIEW, REFLECT, AND REVISE

After taking action toward a goal, the process of organizational capacity building requires that you review the results of the initial action and reflect on what was learned. You will use this knowledge to plan your next steps. Here are some examples from our work:



- Use survey results to identify opportunities for growth. Importantly, celebrate when there are good results! For example, one staff survey indicated 90% of staff felt comfortable serving customers with disabilities at the start of the project, but they wanted more information on reasonable accommodations. Another organizational survey showed people with disabilities were already members, staff and volunteers, but they were not represented in leadership or management positions.
- Review recommendations from your focus group or panel of experts. Explore what recommendations are feasible and implement “low hanging fruit.” At the YMCA, a focus group expressed difficulty in navigating from some parts of the building to others. After researching the issue, it turned out that becoming “lost” in the building was a common problem for many, not just people with disabilities. As a result, the YMCA embarked on a project to improve signage throughout their building.
- Respond to needs articulated by staff, such as a desire for resources or training on how to better communicate with customers with disabilities.

Challenges and Obstacles

It is inevitable that there will be challenges and obstacles as you work to make your organization more inclusive for people with disabilities. Here are some of the challenges we encountered:

Capturing Demographic Data

Demographic data about disability can be difficult to measure because many people choose not to disclose their disability. In fact, the majority of disabilities are “invisible” or not readily apparent. Organizations can ask people to self-identify and can specifically market to people with disabilities or specifically recruit people with



disabilities. Although it may be difficult to overcome perceived stigma attached to disability, data gathering is important for an organization which seeks to increase the number of individuals with disabilities served, employed, volunteering or on Boards. (See sample voluntary disclosure Federal Form included in Toolkit)

Building Staff Competency, Capacity and Culture

Any organization which seeks to improve capacity to include people with disabilities must have staff who are both willing and able to advance that goal. Often, people with the best intentions do not have the background, training, or knowledge to successfully interact with people with disabilities as colleagues or customers. Most people rarely intend to discriminate, offend, or exclude people with disabilities, but they do so because of a lack of awareness or understanding about inclusion. Staff development can improve staff capacity and competency to work with people with disabilities. (See Toolkit for sample training materials on Ability Awareness)

Create Incentives for Accountability and Accomplishments

Any organizational capacity building project is hard work. It is easy for people in any organization to feel overwhelmed when they are asked to take on additional responsibilities or learn new ways of doing things. Design your project to create accountability and to celebrate accomplishments. In the Change Champions project, team members created action plans with specific assignments for who would do what by when. A regular schedule of monthly meetings provided a chance for communication and motivated people to accomplish what they had agreed to do.

WHO	WILL DO WHAT	BY WHEN	COMMENTS <small>How well we know it is done?</small>

Having team members connect regularly also built relationships within the group. Whenever possible, allowing different team members to have leadership roles and receive recognition for their efforts also provided incentives for people to get involved and stay involved in the project. Throughout the Change Champions Project, various team members had opportunities to work directly with organizational leadership, make presentations, join organization-wide committees, develop and lead training, and speak at organizational events, community events, and conferences.



Employment is only one way to include people with disabilities

Employing people with disabilities is an excellent way to improve your organizational capacity for inclusion, but an inclusion project does not have to lead with employment. For many of our organizations, we introduced the concept of disability inclusion by focusing on how to better serve existing customers. In fact, none of the organizations in the Change Champions Project identified employment of people with disabilities as the starting point for their project. In addition, there are distinct advantages to keeping employment separate from social, worship, and recreational life, as illustrated by Jodye's story.

CASE STUDY: DIVERSIFY WORK, SOCIAL AND RECREATIONAL LIFE

Jodye was a woman with intellectual disabilities who had been included and was a valued member at the synagogue where she had grown up and been Bat Mitzvahed. She enjoyed a community of people who recognized her talents and appreciated her volunteer contributions. However, when her rabbi was asked



to consider hiring Jodye to work as an employee of the synagogue, he said no. He explained that he did not want to hire Jodye because if the work situation did not work out, it could damage the existing relationships she had within the synagogue as a member. He did, however, offer to help Jodye find a job at another nearby synagogue. In fact, Jodye was extremely successful in her new job. By diversifying her work life from her place of worship, she now is a valued member in two faith communities, and a Change Champion in her own right.

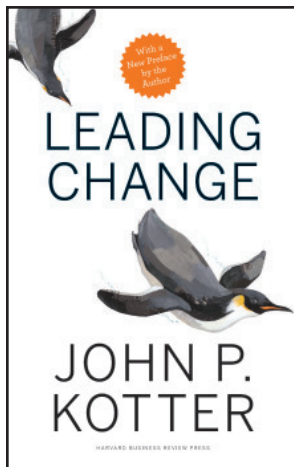
LINK TO VIDEO:

<http://bit.ly/AmShalom>



Recruit, Recruit, Recruit

Organizational capacity building cannot be done alone. In most organizations, turnover is common, priorities change, and there are usually many competing demands on people's time. If you rely on only a few people to move your project forward, you will be less successful than if you continually recruit new team members. The more people who can be engaged - who see the personal, professional and organizational advantages to being inclusive - the faster your organization begins to benefit from the contributions of people of all abilities.



As John Kotter notes in Leading Change:

"[L]eadership often begins with just one or two people. But in anything but the very smallest of organizations, that number needs to grow and grow over time. The solution to the change problem is not one larger-than-life individual who charms thousands into being obedient followers. Modern organizations are far too complex to be transformed by a single giant. Many people need to help with the leadership task, not by attempting to imitate the likes of Winston Churchill or Martin Luther King, Jr., but by modestly assisting with the leadership agenda in their spheres of activity."

NOT-SO-FUN FACT:

Change Champions Team Member Turnover

In several of the eight organizations engaged, teams experienced as much as 50% turnover in one year! Turnover occurred at the Executive Director and CEO levels, as well as with other key team members and organization leaders. Unless you continually expand your team, turnover can significantly disrupt or derail your efforts.



NEW UNDERSTANDING, RELATIONSHIPS, ATTITUDES, & OPPORTUNITIES

The goal of an organizational capacity building process is new understanding, awareness, attitudes, policies, procedures, relationships and opportunities. The process of building capacity in any organization is a gradual one which takes time and long-term commitment. However, the benefits of capturing the contributions of people with disabilities will result in an organization which is better positioned to succeed in today's diverse and complex world.



HOW DO YOU MEASURE PROJECT OUTCOMES?



How do you measure the impact of the project and how do you know what has changed? One way to measure progress toward a more inclusive organization is to review the Inclusion Indicators and re-evaluate your progress in the areas in which you focused. Another way is to ask for feedback from customers, staff, or community partners. If possible, conduct a pre- and post-project survey to measure change.

Examples of successful outcomes from the Change Champions project include:

- ☐ An increase in people with disabilities throughout organizations - as members, employees, Board members, customers, and volunteers. Remember, nothing about us without us!
- ☐ People with disabilities are leaders in your goal to increase inclusion. Avoid presumptions about the capability of people with disabilities. Ask them what they can and want to do and utilize their experience and abilities.
- ☐ Representation of people with disabilities in communications, media, programs



- ☐ Creation of an Inclusion Committee or representation on an existing Equity, Diversity and Inclusion Committee

SAMPLE: North Suburban Synagogue Beth El's Inclusion Committee Mission Statement

The goal of the Inclusion Committee is to help the synagogue become a more welcoming, accessible, and inclusive community, by sensitizing the synagogue community to the needs of congregants with differing abilities and by reducing the barriers that exist to each member's participation.

- ☐ Training - both for current staff and as a part of new employee/Board/volunteer training to ensure sustainability. Assess the impact of training to determine whether people gained new knowledge and implemented new skills.
- ☐ New resources within the organization such as creation of an Accessibility and Inclusion Coordinator
- ☐ Inclusion policy language on all event materials, hiring documents, and program materials
- ☐ Funding - Budgeted funding in organizational budget for inclusion.

EXAMPLE: *The Chicago Synagogue Inclusion Project grew to include funding opportunities to promote inclusion. Congregations were invited to apply for funding to make their congregations more welcoming, accessible, and inclusive. Seventeen congregations submitted proposals requesting funding to address building accessibility, educational challenges, sensory issues, disability awareness, and more. The depth and breadth of responses to this funding opportunity demonstrate how inclusion became a focus within the synagogue community.*

- ☐ Partnerships with other organizations working with the community of people with disabilities



CASE STUDY: THE VALUE OF PARTNERSHIPS



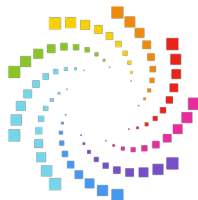
In Little Village, the Change Champions Project identified a domestic violence prevention non-profit organization, Corazón de Valor y Fortaleza, as a potential partner for the Change Champions Project. Corazón was a new organization in need of volunteers and community support. In addition, people with disabilities experience higher rates of domestic violence, sexual assault, and abuse. And, people with disabilities face additional barriers when seeking help.

In the Little Village community, a predominantly Latinx community, a lack of resources and a culture of isolation and silence around both domestic violence and disability were additional barriers. Because a large percentage of the volunteers at Corazón had a family member with disabilities, they were eager to embrace inclusion. They had first-hand knowledge of the barriers people with disabilities faced as well as the contributions people with disabilities have to offer.

As a result of the connections between domestic violence and disability, the benefits of becoming more inclusive directly furthered the mission of Corazón by broadening the population of people served and enhancing the manner in which services were provided. Engaging people with disabilities as volunteers also garnered positive media attention and publicity at a women's leadership conference.

Abby working at Corazón.





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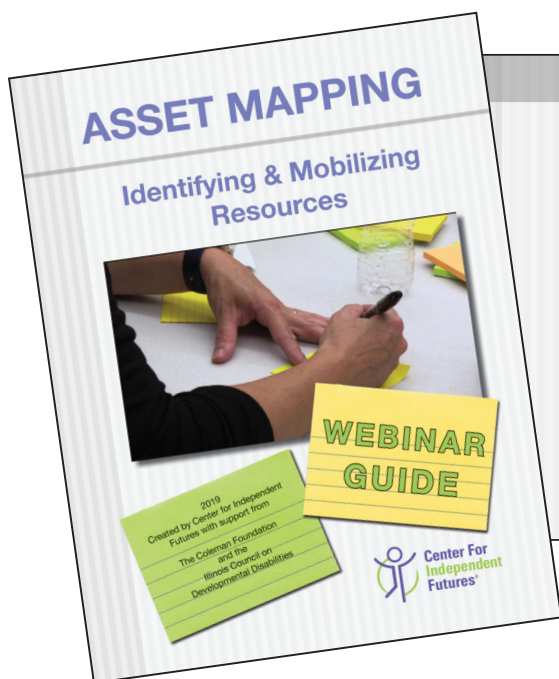


Community Asset Mapping Webinar Series & Guide

LINK TO WEBINAR GUIDE:

<http://bit.ly/AMWGuide>

Guide contains links to Webinar Series and Downloadable Forms



CHANGE CHAMPIONS PROJECT

**BUILDING INCLUSIVE
COMMUNITIES**

ADDITIONAL LINKS:

<http://bit.ly/AMWSeriesPlaylist>

Links directly to Webinar Series

<http://bit.ly/AMWForms>

Links directly to Downloadable Forms

<http://bit.ly/AMWEval>

Links directly to Webinar Series Evaluation



Introductory Letters to Organization to Start Project

RE: Change Champions for Inclusive Communities Project

Dear Partner Organization:

Thank you for speaking to us about the Change Champions Project. Our goal is to work with your organization to enhance culture, practices and policies so that people with disabilities are more fully included within the organization.

We know that your organization has already opened its doors to many people with disabilities. In addition, in speaking to many members of our community, your organization comes up as an organization committed to inclusion, diversity and social justice, and an organization people value. We hope to partner with you to expand opportunities within your organization and create a model of inclusion for other organizations so that individuals with disabilities truly have access to all the opportunities of a full life.

We intend this to be a collaborative partnership. At a minimum, we would strive to discover, enhance and build on the inclusion of people with disabilities that is already happening within your organization. We would plan to do this with a team of your staff who wish to take part as leaders (we call them Change Champions). Then, we will work with you to create and communicate a vision of what inclusion of people with disabilities looks like in your organization, identify potential barriers to inclusion, and ultimately increase the number of people with disabilities who access all your organization has to offer.

Since your organization already includes people who have disabilities, it might be a goal of your organization to have those individuals become more invested in the organization, and deepen their involvement. Or, it might be a goal to have staff feel more confident and capable in supporting people with disabilities. However, that is the type of decision we'll make with you, not for you.

In short, working with you, we hope to increase your organizational capacity to engage and welcome people with disabilities but how we do that is something we develop together. We will work from materials developed by the Center for Independent Futures. Center for Independent Futures has done extensive work with schools, organizations and individuals, training and consulting on how to support people with disabilities. We look forward to beginning our work together, and thank you for joining with us.



Change Champions Brochure



LINK TO BROCHURE:

<http://bit.ly/CCEditBrochure>

Editable Word Document



A Window into My Organization - **EXAMPLE**

A Window into My Organization

Review the types of assets that can be found within an organization.





A Window into My Organization

A Window Into My Organization

<p style="text-align: center; margin: 0;">Personnel</p>	<p style="text-align: center; margin: 0;">Space and Facilities</p>	<p style="text-align: center; margin: 0;">Materials and Equipment</p>
<p style="text-align: center; margin: 0;">Constituents</p>	<p style="text-align: center; margin: 0;">Expertise</p>	<p style="text-align: center; margin: 0;">Economic Power</p>
	<p style="text-align: center; margin: 0;">Networks of Connections</p>	

A Community Building Workbook
©2005
Asset-Based Community Development Institute

Link to PDF Form: <http://bit.ly/ORGAMForms>



Connecting Your Organization's Assets To This Project

Connecting Your Organization's Assets To This Project

When looking within your organization, there are a number of assets that can be used to strengthen your project.

<i>Identify your organization's assets.</i>	<i>How will these assets be connected to your project?</i>
PERSONNEL	
EXPERTISE	
ECONOMIC POWER	
CONSTITUENTS	
NETWORKS OF CONNECTIONS	
SPACE & FACILITIES	
MATERIALS & EQUIPMENT	



The Five P's Inclusion Indicator Checklist¹

People

An inclusive organization includes people with disabilities externally and internally. Externally, people with disabilities and their families are customers, clients, and members. Internally, people with disabilities are staff, volunteers, Board members and organization leaders. The inclusive organization collects demographic data on disability. The organization recruits, develops, and supports people of all abilities. The organization builds competency, capacity and a culture of inclusion at all levels of the organization.

Demographics:

- ☐ Recruitment of new leadership and staff targets individuals with disabilities and publicizes job openings to the disability community
- ☐ Customers, members, staff and volunteers represent various disabilities
- ☐ Customers, members, staff, and volunteers with disabilities participate fully in all programs and activities alongside people without disabilities
- ☐ There are individuals with disabilities within all levels of staff
- ☐ Percentage of customers, members, staff, and volunteers reflect the percentage of disability prevalence in your state

Staff Competency and Capacity:

- ☐ Leadership and staff participate in ability awareness training on how to include and meet the needs of customers, members, volunteers and employees with disabilities
- ☐ New employees are trained in ability awareness and inclusion and know how to obtain and use various assistive technologies and adaptive strategies for assisting people with disabilities
- ☐ Staff understands how to make programs and services accessible when architectural barriers cannot be easily removed
- ☐ Leadership and staff include disability-related issues in emergency planning and response procedures
- ☐ Leadership and staff articulate the spirit of and show their value for inclusion by seamlessly integrating universal design and fostering an inclusive atmosphere



The Five P's Inclusion Indicator Checklist¹

Place

Organizations must be physically accessible and welcoming to people with disabilities. This includes compliance with state and Federal laws such as the Americans with Disabilities Act (ADA). However, a business or organization's environment includes more than architecture and also extends to the tone set by the organization. An inclusive environment affords people with disabilities the same opportunities, rights, and respect as all others.

- ☐ Facilities comply with applicable state and Federal law (note that state requirements can exceed Federal requirements)
- ☐ The program only contracts with other vendors and providers that are accessible, accommodating and inclusive
- ☐ Entrances are accessible for individuals with disabilities (consider path of travel, ramps, parking and drop off)
- ☐ Layout of building allows people with disabilities to access goods or services without special assistance (consider doors, rooms and flooring, controls, spacing of seats, tables and counters, stairs and elevators, railings and emergency evacuation procedures)
- ☐ Phone systems are accessible to people with disabilities including TTY/TDD services
- ☐ Restrooms are accessible, including stalls, sinks, mirrors, grab bars, faucets, soap, dryers/ paper towels
- ☐ Signage is designed to be useful for people with disabilities (consider height, lighting, color and contrast, font, Braille, gender sensitivity)
- ☐ All programs and activities are held in fully accessible locations (including retreats, trainings, and celebrations)
- ☐ The organization evaluates program and site accessibility on an annual basis
- ☐ There is an action plan to remove existing barriers which is considered whenever plans are made to change locations, renovate or reorganize space

¹ The Inclusion Indicators Checklist was adapted from the National Service Inclusion Project "Planning for Inclusion: Indicators of an Inclusive Service and Volunteer Organization" which is listed in the Additional Resources section of this Guide.



The Five P's Inclusion Indicator Checklist¹

Partnerships

A key factor in improving an organization's capacity to include people with disabilities is connecting to other organizations and associations who support, serve or market specifically to people with disabilities. Foster relationships with contacts that can connect you with people with disabilities. These can be advocacy groups, organizations that support people with disabilities, and local schools.

- ☐ Organization builds knowledge of and develops relationships with a variety of disability community resources
- ☐ Organization consults with disability groups and associations about ways in which it can improve its outreach and services to people with disabilities
- ☐ Organization leverages relationships with the disability community through formal and informal agreements to enhance inclusion for customers, members, employees, and volunteers
- ☐ Consultants or other non-staff with disabilities are asked for input on recruitment, customer service, program implementation, accessibility monitoring, and evaluation
- ☐ Organization stakeholders and strategic planning process includes disability organizations and individuals with disabilities

¹ The Inclusion Indicators Checklist was adapted from the National Service Inclusion Project "Planning for Inclusion: Indicators of an Inclusive Service and Volunteer Organization" which is listed in the Additional Resources section of this Guide.



The Five P's Inclusion Indicator Checklist¹

Public Relations

Public relations includes both who your organization or business interacts with and how you interact with them. An inclusive organization recognizes people with disabilities as valuable customers, consumers, or members. An inclusive organization demonstrates the value of people with disabilities by making communications understandable and clear to a diverse audience using multiple communication formats. The organization also portrays positive images of people with disabilities in marketing and materials and uses positive and person-centered language.

- ☐ All customers, members, and volunteers, regardless of disability, are routinely asked if they need assistance and informed of the availability of reasonable accommodations
- ☐ Organization pictures and graphics include positive images of people with disabilities as customers, members, volunteers, and employees
- ☐ Marketing and program materials encourage people with disabilities to join or apply and offer the availability of accommodations
- ☐ The organization conducts a variety of outreach activities to potential customers, members and volunteers with disabilities
- ☐ Program and organizational materials are available in alternate formats
- ☐ Information is presented in diverse ways (written, recorded, close-captioned, graphics/pictures) to accommodate all learning styles and to be accessible for those with varying abilities to see, hear, read, etc
- ☐ Customers, members, and volunteers are asked about their satisfaction with participation, including disability-related supports
- ☐ The organization's website is fully accessible to people with disabilities (see Web Content Accessibility Guidelines (WCAG) 2.0, developed by the World Wide Web Consortium (W3C), an international community that creates web standards)
- ☐ Accessibility is evaluated in multiple areas including architecture/space, programs, technology, communication and alternate formats with the goal being universal design



The Five P's Inclusion Indicator Checklist¹

Policies

Policies, practices, and procedures should be designed to ensure inclusion. Inclusive organizations have written policies and procedures that specifically address the inclusion of people with disabilities. Those policies and procedures become common practice because everyone in the organization understands and values inclusion.

GENERAL DISABILITY RIGHTS

- ☐ The organization makes known their equal opportunity policies and procedures, including equal opportunities, and nondiscriminatory practices
- ☐ Disability is included in all statements of non-discrimination
- ☐ Employees, customers, members, and volunteers with a disability are informed of their rights
- ☐ All disability-related information is stored in a way that ensures confidentiality
- ☐ An appeals process for disability-related issues and discrimination complaint procedures exist and are disseminated

REASONABLE ACCOMMODATIONS

- ☐ The organization has documented procedures and guidelines for handling requests for reasonable accommodations
- ☐ Reasonable accommodation procedures are widely disseminated and included in outreach materials and member/staff/volunteer orientations
- ☐ Data is collected anonymously and confidentially regarding accommodations requested, provided and evaluated
- ☐ The effectiveness of reasonable accommodation policies and procedures are evaluated and modified accordingly
- ☐ Organization tracks costs for all reasonable accommodations, including “no cost” due to partner resource leveraging or type of accommodation



- ☐ All budgets include line items for reasonable accommodations

EMPLOYMENT

- ☐ Recruitment policies include: materials available in alternate formats, reasonable accommodation available upon request, and people with disabilities are encouraged to apply
- ☐ Position descriptions outline essential functions, marginal tasks, and the availability of accommodations
- ☐ Staff obtains documented permission from individuals before discussing information about disability with other staff or external individuals
- ☐ Private space is available for confidential discussion of disability-related issues
- ☐ Organization budget includes diversity and inclusion funding (e.g. training, staffing)

MONITORING AND EVALUATION

- ☐ Organization solicits feedback from customers, members, and volunteers, including those with disabilities, in program planning, operation and evaluation
- ☐ Organization keeps track of the number of questions received about the inclusion of people with disabilities in all programs
- ☐ Data is collected anonymously regarding the number of customers, members, volunteers, and employees who disclose disabilities and data is used in planning
- ☐ All staff evaluations include assessing the knowledge and performance of access, accommodation and disability inclusion
- ☐ Exit interviews with all members, volunteers, and staff include questions about access, accommodation and inclusion
- ☐ Board members integrate disability inclusion in planning, management, and evaluation

¹ The Inclusion Indicators Checklist was adapted from the National Service Inclusion Project "Planning for Inclusion: Indicators of an Inclusive Service and Volunteer Organization" which is listed in the Additional Resources section of this Guide.



Sample Survey: Beth Emet Synagogue Inclusion Survey

1. Do you find the Synagogue to be a welcoming congregation to people of all abilities?
2. Did you know that the Synagogue has a learning specialist and can make modifications for students who benefit from accommodations?
3. Did you know that the Synagogue has large print prayer books and a special hearing system in the sanctuary?
4. Do you currently or have you ever worked in the field of disabilities?
5. Please list any suggestions that can help the Synagogue become a more inclusive and welcoming environment: _____
6. Have you or your family asked for any specific accommodations at the Synagogue?
7. Please let us know whether any of the following items apply to you or a family member, and, if you are willing, let us know to whom the item applies:
 - ☐ Allergies (food, perfume, etc)
 - ☐ Autism Spectrum Disorder
 - ☐ Cognitive Impairment
 - ☐ Developmental Delay
 - ☐ Emotional or Behavioral Disorder
 - ☐ Deaf or Hearing Impairment
 - ☐ Intellectual Developmental Disability
 - ☐ Language/speech difficulties
 - ☐ Learning Challenges (ADD, ADHD, learning disability, dyslexia)
 - ☐ Limited mobility/wheelchair use
 - ☐ Physical disability
 - ☐ Blind or Visual Impairment
 - ☐ Medical Conditions
 - ☐ Other
8. If you identified one or more items in Question 7, is the Synagogue currently addressing your needs?
9. What if anything makes it difficult for you or your family to participate in Synagogue programs or services?
10. In which programs or activities would you be able to participate more if modifications or accommodations are made?



Sample Survey: Library Staff Self-Assessment Survey

Q1. I know how to work with and provide services to people with disabilities (select one):

- ☐ Yes - I'm comfortable doing this
- ☐ Sort of - I do it but don't feel entirely confident
- ☐ Not at all - I really don't know what to do
- ☐ I have never had an interaction with someone with disabilities

Q2. The following would improve my ability to work with and serve people with disabilities (check all that apply):

- ☐ Someone on staff to call with questions
- ☐ More information on how and when to make reasonable accommodations
- ☐ Equipment to assist people with disabilities (e.g., teletypewriters (TTYs) and CapTel devices for the deaf and hard of hearing, text-to-speech software, headphones)
- ☐ Training on how to better communicate with people with disabilities
- ☐ A list of aids and services that the Library has available for patrons with disabilities (e.g. large print books, TDD phone line, Braille, assistive listening devices)
- ☐ Help in making programs and services accessible
- ☐ Pictures, language, and graphics which portray positive images of people with disabilities
- ☐ Sample language to include in materials to communicate inclusion (e.g., clear instructions on how to request accommodations, a non-discrimination statement)
- ☐ Having more physically accessible workplaces (e.g., wheelchair/walker accessibility, desk height, computer locations, curb cuts)
- ☐ Knowledge of how to record a request for accommodation or questions about inclusion of people with disabilities
- ☐ Opportunity to meet and talk with people with disabilities to hear their perspectives
- ☐ Descriptions/definitions of various disabilities
- ☐ A checklist of inclusion best practices for organizations



- ☐ More information about resources in the community – please specify what types in box below:

- ☐ Materials to assist people with disabilities (e.g., large-size print materials) – please specify types of materials in box below:

- ☐ Collaboration with local disability organizations (e.g., Evanston CASE, Equip for Equality, J.J.’s List, Great Lakes ADA Center, Have Dreams) – please specify organizations in box below:

Q3. I would like training specifically about meeting the needs of people with the following types of disabilities (check all that apply):

- ☐ Physical
 ☐ Mental Illness
 ☐ Vision
 ☐ Hearing
☐ Intellectual/Developmental
 ☐ Seniors/Aging
 ☐ Other (please specify)

Q4. Is there anything else that would help you work with and serve people with disabilities?



Focus Group/Panel of Experts - Questions for Panelists

- SAMPLE FOCUS GROUP QUESTIONS -

1. How are you involved with the YMCA?
2. How long have you been a member or volunteer or employee?
3. What do you like about being a member or volunteer or employee?
4. What is something you think people don't know about you (or don't understand about you)?
5. What other jobs have you had?
6. In what ways does the YMCA do a good job of including people with differing abilities?
7. Can you think of ways the YMCA could improve how they include people with differing abilities?
8. How has being a member or volunteer or employee impacted your life?
9. Do you have anything else you'd like to share?



Voluntary Disclosure Form - Page 1

Voluntary Self-Identification of Disability

Form CC-305
OMB Control Number 1250-0005
Expires 1/31/2020
Page 1 of 2

Why are you being asked to complete this form?

Because we do business with the government, we must reach out to, hire, and provide equal opportunity to qualified people with disabilities.¹ To help us measure how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for a job, any answer you give will be kept private and will not be used against you in any way.

If you already work for us, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our employees to update their information every five years. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

How do I know if I have a disability?

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition.

Disabilities include, but are not limited to:

- Blindness
- Deafness
- Cancer
- Diabetes
- Epilepsy
- Autism
- Cerebral palsy
- HIV/AIDS
- Schizophrenia
- Muscular dystrophy
- Bipolar disorder
- Major depression
- Multiple sclerosis (MS)
- Missing limbs or partially missing limbs
- Post-traumatic stress disorder (PTSD)
- Obsessive compulsive disorder
- Impairments requiring the use of a wheelchair
- Intellectual disability (previously called mental retardation)

Please check one of the boxes below:

- ☐ YES, I HAVE A DISABILITY (or previously had a disability)
- ☐ NO, I DON'T HAVE A DISABILITY
- ☐ I DON'T WISH TO ANSWER

Your Name

Today's Date

Link to PDF Form: https://www.dol.gov/ofccp/regs/compliance/sec503/self_id_forms/selfidforms.htm



Voluntary Disclosure Form - Page 2

Voluntary Self-Identification of Disability

Form CC-305
OMB Control Number 1250-0005
Expires 1/31/2020
Page 2 of 2

Reasonable Accommodation Notice

Federal law requires employers to provide reasonable accommodation to qualified individuals with disabilities. Please tell us if you require a reasonable accommodation to apply for a job or to perform your job. Examples of reasonable accommodation include making a change to the application process or work procedures, providing documents in an alternate format, using a sign language interpreter, or using specialized equipment.

ⁱ Section 503 of the Rehabilitation Act of 1973, as amended. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) website at www.dol.gov/ofccp.

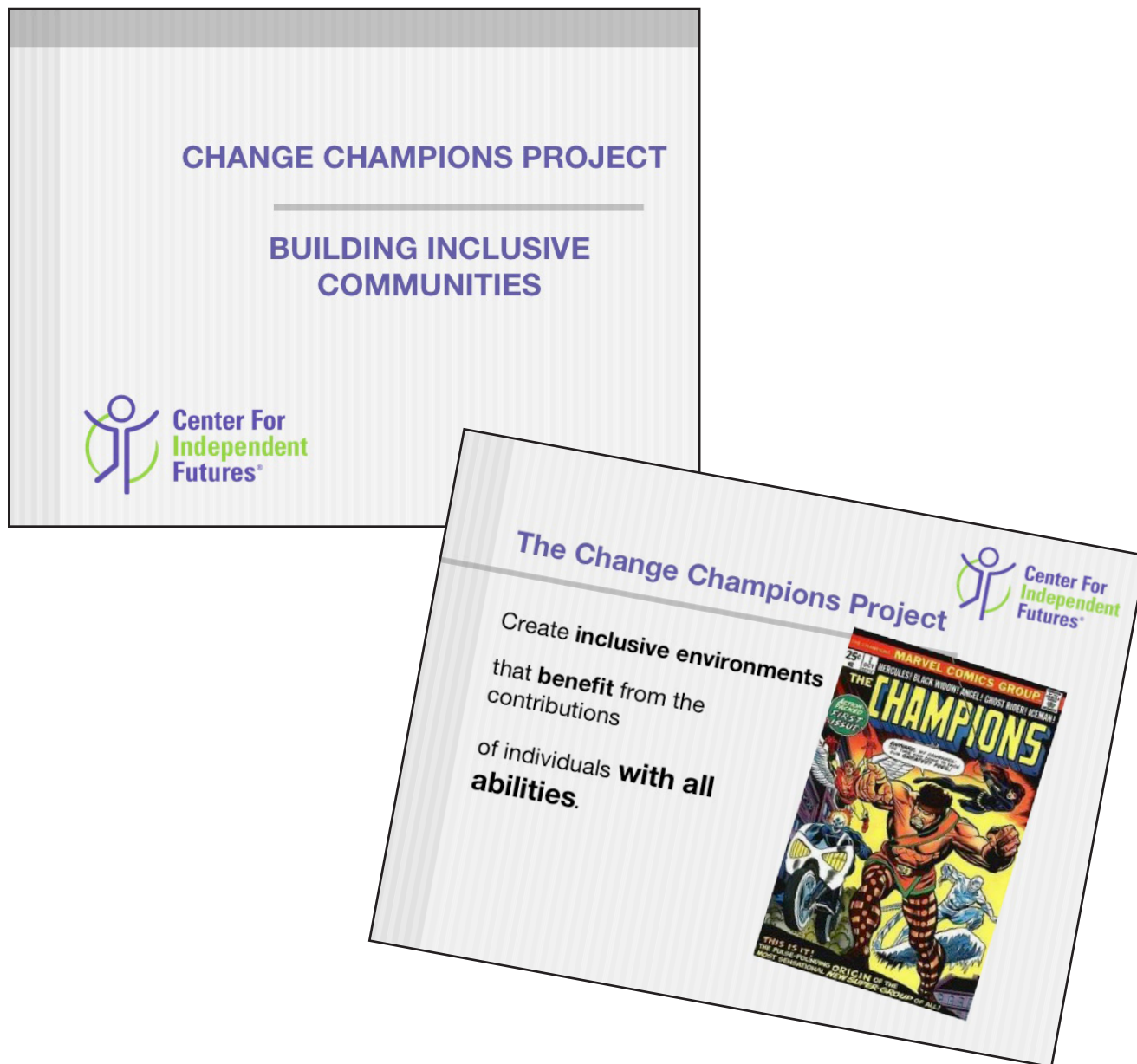
PUBLIC BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995 no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This survey should take about 5 minutes to complete.

Link to PDF Form: https://www.dol.gov/ofccp/regs/compliance/sec503/self_id_forms/selfidforms.htm



Ability Awareness Training Tools

Ability Awareness Training Slides with Facilitator Notes



[Link to Editable Google Slides with Facilitator Notes:](http://bit.ly/AATrain)

<http://bit.ly/AATrain>



Ability Awareness Training Tools

Celebrity Ability Awareness Pop Quiz

Directions: Name the person and their disability.

Note: This can be modified with any celebrities who are relevant to your audience.

Celebrity Ability Awareness Pop Quiz

The quiz consists of 13 numbered images of celebrities with disabilities:

- 1. Dwayne "The Rock" Johnson (Deaf)
- 2. Victoria Beckham (Type 1 Diabetes)
- 3. Jennifer Aniston (Epilepsy)
- 4. Jodie Foster (Deaf)
- 5. Whoopi Goldberg (Cerebral Palsy)
- 6. Daniel Radcliffe (Stutter)
- 7. Ryan Reynolds (Asthma)
- 8. Justin Timberlake (Bipolar Disorder)
- 9. Ed Harris (Alcoholism)
- 10. Frida Kahlo (Polio)
- 11. Michael Phelps (Stroke)
- 12. Ichiro Suzuki (Cerebral Palsy)
- 13. Jay-Z (Hearing Loss)

Link to Printable PDF: <http://bit.ly/AATrain>



Celebrity Ability Awareness Pop Quiz Answers

1. Dwayne Johnson is one of Hollywood's highest paid actors, but "The Rock" has been open about having depression. "Struggle and pain is real," said Johnson, who saved his mother from a suicide attempt when he was 15. "Depression never discriminates," he's tweeted. "Took me a long time to realize it but the key is to not be afraid to open up. Especially us dudes have a tendency to keep it in. You're not alone."

2. Catherine Zeta-Jones has been diagnosed with bipolar II disorder. Zeta-Jones experienced the disorder's wild mood swings after her husband Michael Douglas went through a high-profile battle with stage IV throat cancer and then endured a court fight with Douglas' first wife over proceeds from the "Wall Street" movie sequel. Bipolar disorder, also known as manic depressive illness, is a mental illness characterized by mood swings between the two psychological pulls of depression and euphoria.

3. J.K. Rowling - The woman behind Harry Potter brought joy to millions, but admits she felt despair while writing the magical novels. Her dark moods even inspired her series' soul-sucking creatures known as Dementors. "It's so difficult to describe [depression] to someone who's never been there, because it's not sadness," she told Oprah Winfrey in 2010. "But it's that cold absence of feeling – that really hollowed-out feeling."

4. Marlee Beth Matlin is an American actress, author, and activist. She won the Academy Award for Best Actress for Children of a Lesser God and to date is the only deaf performer to have won the award.

5. Actress, writer, and producer Whoopi Goldberg was actually called "dumb" while growing up due to her dyslexia. "I knew I wasn't stupid, and I knew I wasn't dumb. My mother told me that," she said in a 2004 interview. As one of only fifteen people to win an Emmy, a Grammy, an Oscar, and a Tony Award, she has certainly proven her critics wrong.

6. Most notable for his role as Harry Potter, Daniel Radcliffe has lived with a mild case of dyspraxia for his entire life. Dyspraxia is a common neurological disorder that affects motor skill development, meaning that in his twenties and the star of one of the largest franchises in movie history, Radcliffe still has trouble tying his shoelaces. In an interview regarding his Broadway debut, he once jokingly stated 'I sometimes think, Why, oh why, has Velcro not taken off?'

7. Ty Pennington is, in his own words, "about as ADHD as you can get." The former host of ABC's Extreme Makeover: Home Edition had a great deal of trouble in school. "I mean, I was so out of control that I spent most of the time in the hallway or in detention," he said. Pennington was formally diagnosed with Attention Deficit Hyperactivity Disorder as an undergrad, and taking the prescribed medication was followed by an immediate upturn in his grades, to the point where he was getting straight A's.



Celebrity Ability Awareness Pop Quiz Answers

8. Singer, songwriter, and actor **Justin Timberlake** has both Attention Deficit Disorder and Obsessive Compulsive Disorder, and is quoted as saying “I have OCD mixed with ADD. You try living with that.” His OCD manifests in the need to have things line up correctly, and only allowing certain foods in his refrigerator. Despite his obsessive thoughts, Timberlake has had an incredibly successful career in the entertainment industry, even winning nine Grammy Awards and four Emmy Awards.

9. **Dr. Temple Grandin** is a prominent author and speaker on both autism and animal behavior and a professor of Animal Science at Colorado State University. She also has a successful career consulting on both livestock handling equipment design and animal welfare. Her first book *Emergence: Labeled Autistic* was “unprecedented because there had never before been an inside narrative of autism.” HBO made an Emmy Award winning movie about her life and she was inducted into the American Academy of Arts and Sciences in 2016. Today half the cattle in the United States are handled in facilities she has designed.

10. **Frida Kahlo**, a Mexican woman who had multiple disabilities including polio as a child and spinal and pelvis damage from a car accident, became a world-renowned self-portrait painter. At the age of six, Kahlo was bedridden with polio. The polio virus caused damage to her right leg and foot. She was left with a limp. Her father thought that playing soccer, wrestling and swimming would help her recover. As a teenager, she was in a car accident. A steel handrail was impaled into her hip and came out the other side. Her spine and pelvis were damaged significantly. While in recovery, she began to paint.

11. Growing up, champion swimmer **Michael Phelps** was continually criticized by teachers for his inability to sit still, and was formally diagnosed with ADHD when he was in fifth grade. After being on Ritalin for over two years, Phelps chose to stop using the drug and instead used swimming to help him find focus. His choice clearly paid off, as he ended his Olympic career as the most highly decorated Olympian of all time, boasting 22 medals (18 of them being gold).

12. **Jim Abbott** is a retired Major League Baseball (MLB) pitcher who played despite having been born without a right hand. He played ten seasons in MLB for the California Angels, New York Yankees, Chicago White Sox, and Milwaukee Brewers from 1989 to 1999. While with the University of Michigan, Abbott won the James E. Sullivan Award as the nation’s best amateur athlete in 1987 and won a gold medal in the demonstration event at the 1988 Summer Olympics. He was drafted in the first round of the MLB Draft and reached the major leagues the next year. As a member of the Yankees, he threw a no-hitter against the Cleveland Indians in 1993. Abbott retired with a career record of 87 wins and 108 losses, along with a 4.25 earned run average.

13. Due to being born six weeks premature, **Stevie Wonder** was born with a condition called retinopathy of prematurity, which made him blind. Stevie Wonder, even with this disability, is a legendary singer, songwriter, producer and activist. Recipient of 25 Grammy Awards, an Academy Award, and the Presidential Medal of Freedom, Stevie Wonder’s quote says it all: “We all have ability. The difference is how we use it.”



Ability Awareness Training Tools

Person Centered Language Handout

The Change Champions Project



Person-Centered or Person-First Language

Throughout our lives, we relate and belong to groups of people. We join clubs, live in neighborhoods and attend places of worship. We cheer on our favorite sports teams and take classes to learn new things. We share a work environment with coworkers and with people who have similar interests.

In most social environments, groups exhibit diversity. Diversity can include differences in age, gender, race, ethnicity, and religion. Diversity may also include those with and without disabilities.

We use certain words when referring to groups of people and talking about diversity. The words may refer to a specific name of a group like "the Cubs," or may refer to an interest or job like "techies." Sometimes the words used to describe groups of people are harmful and based on misconceptions. Unfortunately, this is often the case for individuals with disabilities.

When communicating with and about individuals with disabilities, many words used commonly in the past were verbally abusive. These offensive words included include retard, cripple, lame, deaf and dumb, and handicapped. The term handicapped comes from beggars who had their "cap in hand," implying that individuals with disabilities could do nothing more than beg!

When the language used about an individual with a disability is based on a diagnosis, the person is seen as a collection of negatives rather than as a set of possibilities. In contrast to these demeaning terms, Person-Centered or Person-First Language (PFL) emphasizes an individual's abilities rather than his or her challenges. This language puts the person before the disability, describing the person rather than the diagnosis or disability.

Here is an example:

John pays close attention to details and is extremely talented with math. His computer work includes proficiency with multiple software programs and HTML language. John prefers to socialize with one or two friends rather than in larger groups. He often struggles with life changes.

If John's diagnosis or disability was referenced first, it might have been written like this:

John is autistic.

Which description is the best reflection of John? Which respects John's abilities and interests rather than reducing him to a diagnosis or a disability? Which reflects a real person with unlimited possibilities rather than a collection of deficits?

The People First Respectful Language Modernization Act of 2006 was enacted by the Council of the District of Columbia on July 11, 2006, to "require the use of respectful language when referring to people with disabilities in all new and revised District laws, regulations, rules, and publications and all internet publications."

2016 Created by Center for Independent Futures with the support of the Illinois Council on Developmental Disabilities

Link to Printable PDF: <http://bit.ly/AATrain>



Ability Awareness Training Tools

Person Centered Language Handout



The Change Champions Project

Person-Centered Language or Person-First Language Examples¹

PFL respectfully puts the person before the disability

INSTEAD OF:

The handicapped people
He is mentally retarded
She is a dwarf/midget
He's psycho!
He's a sped student
Normal or healthy kids
Clients, consumers, recipients
Brain damaged
Handicapped parking, hotel room, etc.
He or she has problems with...

INSTEAD OF:

Speaking to the support person
Patting the person on the back or head

Being corrective
Shouting to a person with a hearing disability
Leaning on or touching a wheelchair

Asking long questions with involved answers

SAY:

People with disabilities
He has cognitive disabilities
She's of short stature/little person
He has a mental health condition
He receives special ed services
Children without disabilities
People we support
Brain injury
Accessible parking, hotel room, etc.
He or she needs or uses...

DO:

Speak directly to the person
Offer to shake their hand and look them in the eye

Be encouraging
Talk in a normal tone and be sure your lips are visible
Respect the wheelchair user's personal space!
Ask short questions that require short answers

¹Kathie Snow, People First Language, www.disabilityisnatural.com, 2009-13.



Ability Awareness Training Tools

Universal Design Handout

“Universal design” means designing environments and products so that they can be used by the broadest possible population. Around the world, “universal design” is also known as Design for All, Inclusive Design, and Barrier-Free Design. The concept of universal design stems from the belief that the broad range of human ability is ordinary, not special.

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services, and environments that meet peoples’ needs. Simply put, universal design is good design.

<http://universaldesign.ie/What-is-Universal-Design>

Architecture

When we design a physical space to be accessible, it benefits everyone. For example, a building entrance without stairs can be used by a person in a wheelchair. However, it also benefits a person pushing a baby stroller, a person using a walker, and a delivery person delivering a cart of food for an event. Similarly, an elevator in a school serves not only students who use wheelchairs, but staff with limited mobility, family members coming to visit the school, and people moving furniture, equipment, and supplies.



Steps vs. Ramp Entrance

Story: After a snowfall, a custodian was shoveling the steps up to the entrance of an elementary school. The entrance to the school had both stairs and a ramp. A little girl asked why the custodian did not shovel the ramp first. The custodian replied that only a few students needed to use the ramp. The little girl said: “But if you shovel the ramp, everyone can use it.”



Technology

Technology is an area that is developing so rapidly that there are constantly exciting new examples of accessible technology. When the concept of universal design is integrated into product development, it benefits both developers and users because it reduces the need for design modifications later.



Some examples of universal design in technology:

- ☐ Closed captioning helps deaf and hard of hearing people as well as everyone working out in a gym with TV's or watching a TV in a noisy restaurant
- ☐ Voice-activated products such as Siri and Alexa help people with disabilities but lots of people without disabilities also use them
- ☐ Cell phones have lots of universal design features - consider how text messaging, dictation (the speech-to-text microphone feature), and even language translation capabilities serve a broad range of people with and without disabilities!

Learning

Recently, the concept of universal design has been applied to learning - providing flexibility in the ways learners can access information and in the ways people can demonstrate their knowledge. The goal of universal design in learning is to use a variety of teaching or training methods to remove any barriers to learning and give all learners equal opportunities to succeed. For example, when presenting information, offer it in more than one format. Use written documents, videos, audio presentations, computer-based instruction, and hands-on experiences to convey information and allow people to show what they know. Allow people to demonstrate their knowledge by taking a test, giving a presentation, doing a group project or making a video. Consider whether you prefer to hear instructions, read instructions, watch a video, watch someone demonstrate live, or try it yourself...or have all of these options available!



Communications

It is important to design communication to be accessible to the broadest possible audience. This can include designing communications tools for people with learning or physical disabilities or communicating in multiple languages. Here are some simple and cost-free or inexpensive best practices in communication.

Written Communication:

Use easy to read font and font size (Arial, Verdana or Helvetica in size no smaller than 12 point font)

Easy to read fonts	Hard to read fonts
Arial	<i>Scratch</i>
Helvetica	<i>Monotype Corsiva</i>
Veranda	<i>Curly MT</i>
Tahoma	<i>Kaufmann</i>

Use high contrast between text and background and avoid patterned background

Use **bold** or larger font for emphasis rather than using underlining, *italics* and BLOCK CAPITALS

Include visual illustrations and graphics - a picture is worth a thousand words!

Avoid acronyms and technical terms, or explain them in plain language

Offer materials in multiple languages

Tip: Use a “readability” tool to test the readability level of your text. Microsoft Word and Outlook include a readability tool which will provide a Flesch-Kincaid Grade Level. This score rates the readability of text based on U.S. school grade levels. A score of 4.0, for example, means writing that can be understood by a fourth grader. The average American reads at a seventh to eighth-grade reading level so aim for communications to score at or below the eighth grade for broad appeal and comprehension. Other online tools such as “Readable.io” are also available.



Interpersonal Communication:

- ☐ Speak directly to a person with disabilities, not to a support person, family member or companion.
- ☐ Look directly at a person when you are speaking to them, but don't demand or expect eye contact and don't be offended if the person does not make eye contact.
- ☐ Speak slowly and clearly and make sure your lips are visible.
- ☐ Treat adults like adults - do not address people with disabilities differently than others.
- ☐ Offer assistance to everyone ("Let me know if I can help you") and wait for your offer to be accepted. Don't assume people with disabilities need or want assistance, and don't be offended if they don't.
- ☐ Allow people time to respond - it may take some people more time to process information or to formulate a response.
- ☐ Do not interrupt or try to finish a person's sentence.
- ☐ If you cannot understand someone, ask if there is another way they can communicate with you (for example, writing, showing you on a phone, drawing a picture).
- ☐ Do not raise your voice unless someone asks you to speak up or talk louder.
- ☐ Tell a person what you are doing to assist them - reassure them that you are working on their request ("I'm going to look that up. It will take me a few minutes but I will be with you as soon as I can.") Confirm you are still working on their request frequently if it takes some time. This works when people can't see what you are doing - especially when you are on a phone call.
- ☐ Ask people to let you know if there is anything that would improve their experience.
- ☐ Use a person's preferred pronouns (he/him/his, she/her/hers, or they/them/theirs).



Resources on Universal Design:

Centre for Excellence in Universal Design

[*http://universaldesign.ie/What-is-Universal-Design/*](http://universaldesign.ie/What-is-Universal-Design/)

Universal Design

[*http://www.universaldesign.com/*](http://www.universaldesign.com/)

Text version of the Principles of Universal Design

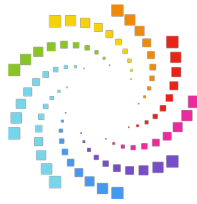
[*https://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm*](https://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm)

Universal Design Case studies and examples

[*http://universaldesign.ie/What-is-Universal-Design/Case-Studies-and-Examples/*](http://universaldesign.ie/What-is-Universal-Design/Case-Studies-and-Examples/)

Written Communication Toolkit

[*http://universaldesign.ie/Products-Services/Customer-Communications-Toolkit-for-the-Public-Service-A-Universal-Design-Approach/Written-Communication/*](http://universaldesign.ie/Products-Services/Customer-Communications-Toolkit-for-the-Public-Service-A-Universal-Design-Approach/Written-Communication/)



Ability Awareness Training Tools

Sample Training Feedback Survey



Change Champions Project

Ability Awareness Training Feedback

Please indicate the extent of your agreement with the following statements by checking the number.
(1 = Strongly Disagree, 5 = Strongly Agree)

1. I found this training to be valuable.

Strongly Disagree 1 2 3 4 5 Strongly Agree
☐ ☐ ☐ ☐ ☐

2. The most valuable about the training was:

3. The least valuable about the training was:

4. Because of what I have learned in this training I plan to:

5. Trainees were invited to share their ideas and knowledge.

Strongly Disagree 1 2 3 4 5 Strongly Agree
☐ ☐ ☐ ☐ ☐

6. Trainees were encouraged to ask questions.

Strongly Disagree 1 2 3 4 5 Strongly Agree
☐ ☐ ☐ ☐ ☐



Ability Awareness Training Tools

Sample Training Feedback Survey

7. Training topics were adequately covered.

Strongly Disagree

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Strongly Agree

8. After attending the training and participating in this process, I still have the following questions:

9. Overall, I feel the training was:

Poor

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Excellent

10. Please use the space below to clarify your responses or to make other comments.

Date: _____

Example: December 15, 2012

Name (Optional): _____

You may contact me about joining the Change Champions Team. YES NO
☐ ☐



ADDITIONAL RESOURCES

ADA

ADA National Network

<https://adata.org/>

Great Lakes ADA Center

<http://adagreatlakes.org/>

Accessibility

Link to draft checklist for physical accessibility

<https://www.nationalservice.gov/resources/disability-inclusion/accessibility-checklist>

Illinois Accessibility Code - Illinois Site Checklist:

<http://illinoisattorneygeneral.gov/rights/access0203.pdf>

Link to Access board for electronic access standards:

<http://www.accessboard.gov/guidelines-and-standards/communications-and-it>

Illinois Attorney General Disability Rights Bureau Presentation on Accessibility Requirements:

https://www.illinois.gov/sites/iced/training/Documents/ICED_Presentation_AccessibilityRequirements_State_FederalLaw_3-9-16.pdf

Illinois Attorney General Disability Rights Bureau Accessing Effective Communication for Health Care Providers:

http://www.ag.state.il.us/rights/effective_communication.html

Universal Design

<http://www.universaldesign.com/>

Business Case for Inclusion

No Greatness Without Goodness: How a Father's Love Changed a Company and Sparked a Movement by Randy Lewis

Department of Labor Office of Disability Employment Policy page:

<http://www.dol.gov/odep/topics/Employers.htm>



Nielsen reports on PWD consumer segment:

<http://www.nielsen.com/us/en/insights/reports/2016/reaching-prevalent-diverseconsumers-with-disabilities.html>

<http://www.nielsen.com/us/en/insights/news/2016/understanding-the-shoppinghabits-of-the-disabled-consumer.html>

<https://www.nielsen.com/content/dam/corporate/us/en/reports-downloads/2016-reports/reaching-prevalent-diverse-consumers-with-disabilities.pdf>

Ensuring Accessibility for Customers with Disabilities: A Guide for Illinois Businesses and Other Public Accommodations

http://www.ag.state.il.us/rights/ensur_access_bus_0113.pdf

U.S. Chamber of Commerce and US Business Leadership Network: Leading Practices on Disability Inclusion

https://www.uschamber.com/sites/default/files/legacy/reports/Disability_final_v2.pdf

JJ's List: <https://www.jjslist.com/>

Disability:IN is the leading nonprofit resource for business disability inclusion worldwide. Our network of more than 170 corporations expands opportunities for people with disabilities across enterprises. Our organization and 50 Affiliates raise a collective voice of positive change for people with disabilities in business. Disability:IN promotes disability inclusion by heightening awareness, advising corporations and sharing proven strategies for including people with disabilities in the workplace, supply chain, and marketplace. We expand opportunities for people with disabilities by helping companies invigorate their disability initiatives, explore best practices, incorporate culture changes, and realize positive business outcomes. <https://disabilityin.org>

The Disability Equality Index (DEI) is a joint initiative between the American Association of People with Disabilities (AAPD) and the US Business Leadership Network (USBLN). It serves as the nation's most trusted annual benchmarking tool allowing America's leading corporations to self-report their disability policies and practices. This evolving index then scores each corporation on a scale from 0 to 100—100 representing the most inclusive. The DEI was developed by the two national leaders in consultation with the appointed DEI Advisory Committee, a diverse and voluntary group of experts in business, policy, and disability advocacy. <https://www.disabilityequalityindex.org/>



Capacity Building - Designing an Inclusion Plan

Asset Based Community Development Institute (ABCD)

www.abcdinstitute.org

Leading Change by John Kotter

Ensuring Programmatic and Facility Accessibility in National and Community Service Programs Accessibility Checklist

https://www.nationalservice.gov/sites/default/files/resource/access_checklist_1.pdf

Corporation for National and Community Service: Designing a Disability Inclusion Plan for Your Organization

<https://www.nationalservice.gov/sites/default/files/resource/worksheet%20for%20Designing%20your%20disability%20engagement%20plan%20FINAL.pdf>

Corporation for National and Community Service's Creating an Inclusive Environment: *A Handbook for the Inclusion of People with Disabilities in National and Community Service Programs*

<http://www.serviceandinclusion.org/handbook/inclusion.pdf>

National Council of Non-Profits: Why diversity, equity, and inclusion matter for nonprofits

<https://www.councilofnonprofits.org/tools-resources/why-diversity-inclusion-and-equitymatter-nonprofits>

Indicators of Inclusive Service and Volunteer Organizations

http://www.serviceandinclusion.org/pdf/IB30_F.pdf

National Service Inclusion Project *Planning for Inclusion: Indicators of an Inclusive Service and Volunteer Organization*

<http://serviceandinclusion.org/institute2012/files/NSIP%20Inclusion%20Indicators.pdf>

Serve Illinois Guide to Creating Inclusive Volunteer Programs

<https://www2.illinois.gov/sites/serve/Pages/Inclusive-Programs-Guide.aspx>



Community Partnerships

Roster of Local Center for Independent Living (a community center for people with disabilities)

<http://www.ilru.org/projects/cil-net/cil-center-and-association-directory>

For a list of membership-based disability organizations with a national presence, visit the National Disability Leadership Alliance page for organizational links

<http://www.disabilityleadership.org/index.php?option=comcontent&view=article&id=4&Itemid=6>

Human Library Project

<http://humanlibrary.org/>

Employment

Department of Labor Office of Disability Employment Policy information

<http://www.dol.gov/odep/topics/Employers.htm>

Disability do's and don'ts for interviewing

<https://askjan.org/job/dosint.htm>

Society For Human Resource Management: Employing Persons with Cognitive Disabilities

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/cognitivedisabilities.aspx>

Employer Assistance and Resource Network on Disability Inclusion (EARN) (free resource that helps employers tap the benefits of disability diversity by educating public and private-sector organizations on ways to build inclusive workplace cultures)

<http://www.askearn.org/>

The Office of Disability Employment Policy (ODEP) is a part of the United States Department of Labor. ODEP provides national leadership on disability employment policy by developing and influencing the use of evidence-based disability employment policies and practices, building collaborative partnerships, and delivering authoritative and credible data on employment of people with disabilities.

<https://www.dol.gov/odep/index.htm>



Faith Community Resources

Chicago Synagogue Inclusion Project

https://www.juf.org/uploadedFiles/Congregants/Chicago-Synagogue-Inclusion-Project-REPORT_v3.pdf

That All May Worship: An Interfaith Welcome to People with Disabilities

<https://www.aapd.com/wp-content/uploads/2016/03/That-All-May-Worship.pdf>

Inclusion Training Resources

Department of Labor “I Can” PSA

https://www.youtube.com/watch?v=BG_W7wAe1kw

Posters and discussion guides for the “I Can” PSA to further the conversation on the capabilities of people with disabilities

<http://www.whatcanyoudocampaign.org/blog/index.php/i-can-toolkit/>

“Disability Etiquette in the Workplace”

<https://askjan.org/topics/disetiql.htm>

Voluntary Self-Identification of Disability Form CC-305

https://www.dol.gov/ofccp/regs/compliance/sec503/self_id_forms/selfidforms.htm

Corporation for National and Community Service Disability Inclusion Resources including 15 minute ecourses on disability inclusion topics in national service programs

<https://www.nationalservice.gov/resources/disability-inclusion>

Tips for Interacting with People with Disabilities, June Isaacson Kailes

<http://www.adahospitality.org/sites/default/files/sites/default/files/TipsForInteracting%20final%202.14.11.pdf>

Institute for Community Inclusion

<https://www.communityinclusion.org/>

Center for Disease Control and Prevention

<https://www.cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html>



Reasonable Accommodations

Job Accommodation Network (free technical assistance provider for service programs, employers, and people with disabilities)

<https://askjan.org/>

CNCS ecourse on Making Reasonable Accommodations

<https://www.nationalservice.gov/resources/disability-inclusion>

The Job Accommodation Network (“JAN”) produces fact sheets on the majority of disabilities/ limitations and accommodations

<https://askjan.org/links/atoz.htm>

Universal Design

Centre for Excellence in Universal Design

<http://universaldesign.ie/What-is-Universal-Design/>

Universal Design

<http://www.universaldesign.com/>

Text version of the Principles of Universal Design

https://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

Universal Design Case studies and examples

<http://universaldesign.ie/What-is-Universal-Design/Case-Studies-and-Examples/>

Universal Design Written Communication Toolkit

<http://universaldesign.ie/Products-Services/Custom-Communications-Toolkit-for-the-Public-Service-A-Universal-Design-Approach/Written-Communication/>



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