Welcome to Providing A+ Service to Students with Disabilities, an online program to build awareness among student consultants working in computer labs of the ways people with disabilities can be accommodated and informed of the additional services that are available to them.
Before we begin, it is important that you are familiar with the word "disability" and what it may mean to you and what it means to a person you may serve who may be in need of an accommodation in a computer lab.
The Social Adapted Model of Disability states although a person’s disability poses some limitations in an able-bodied society, oftentimes - the surrounding society and environment are more limiting than the disability itself.

Citation: Disabled World News (2010-09-10) - Glossary list of definitions and explanations of the Models of Disability in society today: http://www.disabled-world.com/definitions/disability-models.php#ixzz2RlpsQJoG
Think of the person first, the disability second, and view and treat people with disabilities the way you would others as individuals.
Students with disabilities are an important part of the fabric of the Temple University community.
Many people have disabilities that are not visible, but that does not mean they are not real.
Some of the issues people with disabilities face are the unconscious negative perceptions of otherwise well-meaning people that result in impolite or thoughtless acts. It is important that you develop an understanding of appropriate and effective communication techniques, how to accommodate a person with a disability, how to identify the resources that are available, and university policies that relate to people with disabilities.

Managing the ways you will interact and communicate with people is the first step!
Good customer service requires common sense and sensitivity. When interacting with a person who has a disability, a good rule of thumb is to think of the person first and the disability second.
Good customer service skills are universal and taking the time to assess customer needs while actively listening can help you to remember important aspects of the request.

Sometimes assistance is required for certain customer requests and having a resource person or two who can help you with a difficult request can salvage an interaction and allow you to provide the best quality of service.

Take the time to identify the customers' needs and do not assume that you know what is best for them.

Consider the meaning of the request asking the question, "Am I the best person to fulfill it?"

Know when to request assistance.
Rules & Etiquette

- Don’t assume people need your help
- Offer assistance with sensitivity and respect
- Be prepared to have the offer is declined
- Do not assist if your offer is declined

Don’t assume people with disabilities need your help. Ask before acting.
Offer assistance in a dignified manner with sensitivity and respect.
Be prepared to have the offer declined.
Do not proceed to assist if your offer to assist is declined.
If the offer is accepted, listen to or accept instructions.
Interpreters, personal care attendants, and other 3rd parties are available to provide assistance in specific ways and are not the spokesperson for the person they assist.

Speak directly to the person with the disability, not their interpreter or other third party.

When an interpreter voices what a person who is deaf signs, look at the person who is deaf, not the interpreter.

Looking away when speaking to someone with a hearing disability will keep them from being able to read your lips.

Listen attentively. If your client needs to respond to a question, wait for answers.

Sitting or positioning yourself at the approximate height of people sitting in wheelchairs is a great way for you to put yourself at the same level as the person with whom you are communicating.

Pulling up a chair so that you are not hovering over someone can make the act of communicating more comfortable for both involved.
Avoid crossing personal space.

An individual's personal space includes their service animals and wheelchairs. A person's service animal is on the job.

Do not interact with a person’s service animal unless you have received permission to do so.

Never lean on a person's wheelchair. The chair is part of the space that belongs to the person who uses it.

Be aware that some wheelchair users may choose to transfer themselves out of their wheelchairs (into an office chair, for example).

Enable people who use crutches, canes or wheelchairs to keep them within reach.

See the person (not the disability).

Think of the person first, the disability second, and accept people with disabilities as individuals.
Ask people with disabilities if they need assistance. Do not make assumptions.

Allow a person with a visual impairment to take your arm (at or above the elbow.) This will enable you to guide rather than propel or lead the person.

When offering seating to a person with a visual impairment, place the person's hand on the back or arm of the seat. A verbal cue is helpful as well.

Offer to read visual information, when requested.

When presenting information, offer to verbalize all of the content.

When providing directions, be descriptive. Say, "The computer is about three feet to your left" rather than, "The computer is over there."
Avoid negative descriptions of a person’s disability.

For example, “a person who uses a wheelchair” is more appropriate than “a person who is confined to a wheelchair.”

A wheel chair is not confining - it’s liberating!

For example, “a person who uses a wheelchair” is more appropriate than “a person who is confined to a wheelchair.” A wheel chair is not confining - it’s liberating!
When greeting a person with a visual impairment, always identify yourself and introduce anyone else who might be present.

Let the person know if you move or need to end the conversation.

Offer directions orally or in writing, when requested.

Ask questions that require short answers.

Do not pretend.

Rules & Etiquette

• Identify yourself & introduce others

• Communicate when you move or need to end the conversation

• Offer directions orally or in writing, when requested

• Ask questions that require short answers

• Do not pretend

When speaking with people with speech impediments, ask questions that require short answers or a nod of the head.

Do not pretend to understand if you do not.

Try rephrasing what you wish to communicate, or ask the person to repeat what you do not understand.
Rules & Etiquette

• Write it
• Speak at a normal volume
• “Text” for more accurate communication
• Raise hands

Maybe even have the person write it down if you find yourself asking too many questions
Speak clearly at a normal volume. Speak louder only if requested.
Use paper and pencil or texting if the person who is deaf does not read lips or if more accurate communication is needed.
In groups, raise hands to be recognized so the person who is deaf knows who is speaking.
The speaker should repeat questions from audience members.
Mistakes can be uncomfortable for all parties.
Apologize; correct the mistake, and then move on, trying to be more aware.
Nothing sends the customer service message more than doing and giving more than what the customer has asked for! Go the extra mile!
The Temple University community is committed to ensuring that the information and technology it creates or provides is accessible in accordance with applicable law. Temple University strives to accommodate those students with disabilities who visit Computer Labs.
Wheelchairs fit under a number of tables in computer labs.

Controls on computers, scanners, and some printers can be reached from a seated position, and all work areas accommodate both right and left handed people.

Please be available to lend assistance when necessary for any person if there is a technology that is not within easy access.

For visitors with disabilities, ask them if they would like a guided tour of the labs so that they can familiarize themselves with the layout or if there are any features they would like to know about.

The orientation also should identify any potential obstacles and all emergency exits.
At the TECH Center, a Quiet lab is available on the second floor where noise and other distractions are minimized.
Assistive Technology is any hardware, software, or piece of equipment that is commonly used to improve the functional capabilities of individuals with disabilities.

Temple University strives to offer assistive technology throughout its campuses, including computer labs.
Assistive technology benefits anyone who has difficulty using a mouse or keyboard or has pain or discomfort when computing.

Some of our clients have mobility impairments that will require them to use specific computer workstations or accessories.

These accessories include trackballs for those who have problems moving a mouse, wrist and forearm rests for those who require extra support while typing, and alternative keyboards, mini-keyboards, or extended keyboards for users with mobility impairments.

Students in need of a specialized item that is not available in the lab should be referred to the Office of Disability Resources and Services for assistance.
For the Windows operating system, the Ease of Access Center at the Control panel will enable you to modify the keyboard settings to make it easier for people with motor issues, such as hand tremor, to type.

Turning on Mouse Keys will enable people who have difficulty using a mouse to control the mouse pointer using keys on a numeric keypad.

Turning on Sticky keys will enable one to press modifier keys such as Control, Alt, and Delete in sequence instead of simultaneously.

Filter keys, another accessibility feature, tells the keyboard to ignore brief or repeated keystrokes. This is another way to make typing easier for people with hand tremors.

Comparably, accessibility features are also available for the Mac operating system as well. Look for them at the Universal Access window located under the System Preferences menu.
Specialized software is available in computer labs.
The Magic Screen Enlargement application will zoom all objects that are displayed on a computer screen.
Jaws Screen Reader will read everything on a computer display aloud.
Dragon Naturally Speaking is an application that converts speech to text. You talk and it types.

Read and Write is readily available to convert Text to Speech. Your written text will talk.

OmniPage is installed on computers with attached scanners giving one the ability to scan a document to an accessible PDF document.

Student workers should be able to provide basic support for these programs.

However, if a customer needs in-depth training on any of these programs, you should refer the customer to Disability Resources and Services.
If appropriate, please be sure to "Go the Extra Mile" to help your client make the connection with the Office of Disability Resources and Services.
This section will guide you to the resources and services that are available to your clients with disabilities and Temple University policies on accessibility and accessibility of information and technology.
For Students:
Disability Resources and Services

Disability Resources and Services (DRS)
100 Ritter Annex (004-03)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
215-204-1280 (Voice)
215-204-6794 (Fax)
215-204-1786 (TTY)
email: drs@temple.edu
http://www.temple.edu/disability

If you receive a request for an accommodation from a student that is not available, please refer the student to the Office of Disability Resources and Services.

It is important that the student's Disability Resources and Services' Coordinator is aware that a specific accommodation has been requested.
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Disability Resources and Services’ is located in room 100 Ritter Annex, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122.

To contact Disability Resources and Services by phone, please dial 215-204-1280 for voice, or 215-204-6794 for Fax, or 215-204-1786 for TTY.

To contact Disability Resources and Services through email, please direct your message to drs@temple.edu.

When you have the opportunity, please visit the Disability Resources and Services Web site at www.temple.edu/disability.
If you should happen to receive a request for an accommodation that is not available for an employee, please refer the person to Temple's Department of Human Resources. The contact person is Deidre Culbreath-Walton who is located at:
TASB, 1st Floor, 2450 West Hunting Park Avenue, Philadelphia, PA 19129
215-926-2296
Deirdre.Walton@temple.edu

To contact Deirdre by Phone, please dial 215-926-2296, or send an email message to deirde.walton@temple.edu
Temple University has various policies that deal with accessibility or the accessibility of information and technology.

Please be sure to visit Temple's Accessibility of Information and Technology Policy located at: http://policies.temple.edu/PDF/261.pdf and Temple's Nondiscrimination Policy as to Students located at: http://policies.temple.edu/PDF/38.pdf
Thank you for taking the time to join us. If you should have any questions along the way concerning the use of accessibility tools or policies, please contact Disability Resources and Services.

If you have a question about the location of an application or a specific accommodation in a computer lab, please consult your supervisor.
Glossary of Acceptable and Unacceptable Terms
Contributed by Disability Resources and Services.

Acceptable: Person with a disability.

Unacceptable: Cripple, cripples - the image conveyed is of a twisted, deformed, useless body.

Acceptable: Disability, a general term used for functional limitation that interferes with a person's ability, for example, to walk, hear or lift. It may refer to a physical, mental or sensory condition.

Unacceptable: Handicap, handicapped person or handicapped.

Acceptable: People with cerebral palsy, people with spinal cord injuries.

Unacceptable: Cerebral palsied, spinal cord injured, etc. Never identify people solely by their disability.

Acceptable: Person who had a spinal cord injury, polio, a stroke, etc. or a person who has multiple sclerosis, muscular dystrophy, arthritis, etc.

Unacceptable: Victim. People with disabilities do not like to be perceived as victims for the rest of their lives, long after any victimization has occurred.

Acceptable: Has a disability, has a condition of (spina bifida, etc.), or born without legs, etc.

Unacceptable: Defective, defect, deformed, vegetable. These words are offensive, dehumanizing, degrading and stigmatizing.

Acceptable: Deafness/hearing impairment. Deafness refers to a person who has a total loss of hearing. Hearing impairment refers to a person who has a partial loss of hearing within a range from slight to severe. Hard of hearing describes a hearing-impaired person who communicates through speaking and spear-heading, and who usually has listening and hearing abilities adequate for ordinary telephone communication; many hard of hearing individuals use a hearing aid.

Unacceptable: Deaf and Dumb is as bad as it sounds. The inability to hear or speak does not indicate intelligence.

Acceptable: Person who has a mental or developmental disability.

Unacceptable: Retarded, moron, imbecile, and idiot. These are offensive to people who bear the label

Acceptable: Use a wheelchair or crutches; a wheelchair user; walks with crutches.

Unacceptable: Confined/restricted to a wheelchair; wheelchair bound. Most people who use a wheelchair or mobility devices do not regard them as confining. They are viewed as liberating; a means of getting around.
Acceptable: Able-bodied; able to walk, see, hear, etc.; people who are not disabled.

Unacceptable: Healthy, when used to contrast with "disabled." Healthy implies that the person with a disability is unhealthy. Many people with disabilities have excellent health.

Acceptable: People who do not have a disability.

Unacceptable: Normal. When used as the opposite of disabled, this implies that the person is abnormal. No one wants to be labeled as abnormal.

Acceptable: A person who has (name of disability.) Example: A person who has multiple sclerosis.

Unacceptable: Afflicted with, suffers from. Most people with disabilities do not regard themselves as afflicted or suffering continually.

Unacceptable: Afflicted: a disability is not an affliction.