

Philadelphia Public Spaces Summit: Toolbox for Inclusion

Presented by



Mayor's Office for
People with Disabilities

In partnership with



THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC



Anna Perng

Anna Perng is community advocate and parent of two disabled children. Throughout her education, she struggled with selective mutism. Without language access, her parents were unable to help her access special education services and supports. In 2015, she created a coalition of AAPI-serving organizations to create a "continuum of care" for immigrant families of children with disabilities to advocate on language access, environmental justice, and other issues. In March 2018, Anna organized the 1st Philadelphia Disability Inclusion Summit, hosted by PHMC, to launch citywide inclusion initiatives, including Philadelphia Parks and Recreation Inclusion Pilot. Anna serves on the Mayor's Commission on People with Disabilities as Chair of the Education Committee. She is a member of the Special Olympics PA Cities of Inclusion Executive Council.

John Orr

John Orr was appointed as Executive Director of Art-Reach in February 2015, with a vision that he would lead organizational planning efforts and grow strategic initiatives. A native of Philadelphia, John brings over 19 years of experience in the city's cultural community, including work at museums, community arts organizations, and historic sites. In addition, John advises and helps coordinate the largest conference for small museum professionals in the mid-Atlantic region through his work with the Small Museum Association. He was recently appointed by Mayor Jim Kenney as Commissioner on the City of Philadelphia's Mayor's Commission on People with Disabilities. Through this appointment, he advocates for and ensures, access to the arts for the disability community in a public forum. John received a Bachelor of Science in Business Administration from Thomas Edison State College. John's commitment to planning and implementation, strategic fundraising, and organizational culture have driven his work throughout his career.

Katie Samson

Art-Reach

Katie Samson is the Director of Programs for Art-Reach, an organization that creates, advocates for, and expands accessible opportunities in arts and culture in greater Philadelphia. Katie previously taught Disability Studies at West Chester University and was formerly the Assistant Director of Museum Education at the Pennsylvania Academy of the Fine Arts. She assisted in launching the Art of Observation program to Jefferson, Cooper and Drexel University Medical Schools' for students to learn and build observational skills through visual art prior to their clinical work. Katie is also the spokesperson for the Katie Samson Foundation, a non-profit organization that provides funding for research and quality of life programs for people with disabilities. She has been an active participant for nineteen years in adaptive sports through Magee Rehab and PA Center for Adaptive Sports.

Mayor's Commission on People with Disabilities

- Advocates for policies, programs, and systemic changes that maximize independence and community integration for Philadelphians with disabilities.
- Provides resources and referrals to local organizations that support residents with disabilities.
- Educates the community on the Americans with Disabilities Act, the Fair Housing Act, and other laws that protect the civil rights of people with disabilities.

Office of ADA Compliance

- Writes policies and procedures, and develops resources to ensure equal access to City-provided services, programs, and activities for people with disabilities.
- Educates employees and City entities on disability-related laws.
- Oversees the Philadelphia transition plan and structural access within City buildings.
- Responds to grievances from residents with disabilities who feel discriminated against.

Topics we will cover

- Etiquette for serving people with disabilities
- A quick overview of City ADA policies
- Universal design in programming

Disability Rights are Human and Civil Rights

Historically, people with disabilities have been denied fundamental human and civil rights.

The twentieth century signaled a turning point with the passage of hard-won landmark federal legislation that altered the lives of people with disabilities and their families.



What is the Americans with Disabilities Act?

The Americans with Disabilities Act (ADA) became law in 1990.

The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and places that are open to the public.

The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else in all aspects of society.



Inclusion

Social inclusion

- Meaningful social relationships between individuals with disabilities and other members of the community
- Share common interests
- Belong to a group or a team
- Have social roles which are valued
- Participate in community activities and opportunities together

Courtesy: Special Olympics

About Cities of Inclusion

WHAT IS AN INCLUSIVE CITY?

An inclusive city is an urban community offering:

- **ATTITUDES** that value everyone
- **ACCESS** to social, economic, legal and spacial infrastructure that gives equal consideration to everyone
- **OPPORTUNITIES** for everyone to take part in employment, education, health and access to services
- **SOCIAL INCLUSION** that ensures people of all abilities are involved in their communities, able to effectively pursue opportunities and contribute, safely express themselves, and exercise their rights

WHO IS EXCLUDED?

The World Health Organization estimates there are one billion people with disabilities in the world; up to 200 million of them, who represent between 1-3% of the total population, are people with intellectual disabilities who are often discriminated against and excluded from:



HEALTHCARE



EDUCATION



EMPLOYMENT



ADEQUATE HOUSING



ACCESS TO INFO + SERVICES

INCLUSIVE EMPLOYMENT CHANGES ATTITUDES AND CAN LOWER LONG-TERM COSTS



Only 17.5%

of people with disabilities in the US held a job during 2015 compared to 65% of people without disabilities.

(US Bureau of Labor Statistics)

When cities don't hire people with ID, they lose the opportunity for these individuals to contribute to economic growth. People with disabilities have higher retention rates than people without disabilities. **70%** of people with ID stay in their job for three years or more.

Words Matter

Words can open doors to cultivate the understanding and respect that enable people with disabilities to lead fuller, more independent lives.

Words can also create barriers or stereotypes that are not only demeaning to people with disabilities, but also rob them of their individuality.

About the “R-Word”

Older terms like “handicapped” and “retarded” were part of disability organization and government agency names. Over time, people have used descriptors of IQ-based intelligence “idiot,” “imbecile”, and “moron” as insults to demean people, which then dehumanizes people with intellectual and other disabilities. In 2009, President Barack Obama signed Rosa's Law, which replaces several instances of "mental retardation" in law with "[intellectual disability](#)".

People-first language and Identity-first language

People-first language refers to the individual first and the disability second.

Example: “Joe has autism.” For handouts and videos on people-first language, please visit <http://bit.ly/PeopleFirst2019>.

Although many individuals with disabilities do favor people-first language, a growing number of disabled people, especially from the Deaf community and the autistic community, prefer **identity-first language**. Example: “Joe is autistic.” [Syracuse University’s Disability Cultural Center](#) says, “The basic reason behind members of these groups’ dislike for the application of people-first language to themselves is that they consider their disabilities to be inseparable parts of who they are.”

When in doubt, ask politely!

Words matter

SAY:	INSTEAD OF:
People with disabilities	Handicapped Special needs
He/she has an intellectual disability	He is mentally retarded. Slow Special
Person who uses a wheelchair	She is confined to a wheelchair; She is wheelchair-bound.
She is Blind or has low-vision.	He is visually impaired.
He has a mental health diagnosis She has a mental health disability	Mentally disabled person; Crazy

Key takeaways

Educate your community about why dated, stigmatizing language is harmful.

Model respectful language when speaking with or about a person with disability.

Respect how people with disabilities self-identify. If you're not sure, ask politely.

Etiquette for Serving People with Disabilities

The Approach

1. If you routinely ask project users *without* a disability for assistance, then treat the project users with a disability the same way.
2. Just like with any other project user, act how you would normally, there is no need to alter the pitch of your voice, or change your demeanor.
3. If you are approaching a Blind project user or project user with low vision, please introduce yourself as an project team member.
4. Do not assume the people/person they are with is their caretaker.
5. Address them directly, not the other members of their party.
6. Allow the individual to tell you what they need. If they decline assistance, move on.

Courtesy: Arc of Philadelphia Inc Pass Training

Be helpful (without being offensive)

1. If they use any type of assistive device whether it be a wheelchair, walker, crutches, or communication device, please do not touch, lean, or grab them without their permission. They are considered extensions of their body and should be treated as such.
2. If assistance is needed, follow their instructions on how to properly support them.
3. If you're not sure you're doing it right, you can ask, "Is this ok? How am I doing?"
4. When making conversation, don't ask, "How did you become disabled?"
5. People who have stutters usually prefer to finish their own sentences. Refrain from finishing their sentence or suggesting a word for them.

Be helpful (without being offensive)

Project users who are Blind or have low vision

1. When interacting with a Blind or low-vision project user, you still should look at and face the individual even if he/she is with another person or people.
2. DO NOT attempt to lead the individual without asking.
3. If they are ok with it, offer your arm for assistance. DO NOT grab their arm and guide them.
4. If you are guiding them, please describe the environment, “There are four steps below us.”
5. If you are serving as a sighted guide, and other people approach you, let them know you’re already assisting the guest. (Don’t get distracted!)

Be helpful (without being offensive)

Project users who have mobility disabilities

1. DO NOT lean on a wheelchair or any other assistive device.
2. DO NOT assume the individual wants to be pushed or guided.
3. If the individual appears to be having difficulty and needs help, ask them first, “Do you need help opening the door” or “Do you need help pushing your wheelchair?”
4. If they decline your help, respect their answer.



Types of communication



When a project user uses augmented and alternative communication

“Non-speaking” doesn’t mean “non-thinking.” Non-speaking people understand everything that is said around them.

Some people use Augmented and Alternative Communication (AAC). This can be basic, such as picture exchange communication or writing, or high-tech, such as electronic devices that require the guest to type their message and then it is spoken, have pre-loaded spoken messages, or they may contain computer software that offers thousands of words and phrases, word prediction, spoken output, visual displays, internet access and Mp3 players etc.

Be patient. Give them time to use their AAC.

Tips for serving Deaf Americans: 1 on 1

- Always ask the Deaf person for their individual communication preferences!
- *When possible*, use supports such as a qualified ASL/English interpreter.
- Discuss communication strategies in advance, especially when an interpreter is needed.
- If an interpreter is needed, use only QUALIFIED, STATE REGISTERED interpreters.
- Do not assume that the Deaf individual can speechread. Additionally, keep in mind that only a third of spoken English can be understood via speechreading.

Source: Deaf-Hearing Communication Center

Tips for serving Deaf Americans (continued)

- Keep in mind when someone nods their head, this does not always denote understanding.
- Speak clearly and at a normal pace. There is no need to exaggerate or overemphasize speech - in fact, this makes communication more difficult.
- Maintain eye contact and face the person when speaking - the Deaf person's ability to see your face will increase communication effectiveness.
- Use any combination of the following: facial expressions, gestures, body language, paper and pencil.

Source: Deaf-Hearing Communication Center

Tips for serve Deaf Americans (continued)

- Rephrase (instead of repeat) or write down information when you are not understood. Some words are more difficult to speechread and/or understand in English than others.
- Consider the visual environment. An environment with a lot of movement (especially when it is behind the speaker) environment can also be distracting.
- Try to sit where there is light on your face, and not behind you.

Source: Deaf-Hearing Communication Center

Be flexible

- We all have a lense through which we consider some human behavior “expected” and “unexpected”.
- **Greetings:** Americans may greet someone with a handshake. Consider that in some cultures, it may not be acceptable for a non-related male to touch a female guest. Or, a person may experience light touch as being intolerable.
- **Personal space:** Americans tend to stand 2.5 feet away from their communication partner. To assist a guest, someone may step closer, but this could be a violation of that person’s personal space. Observe the distance between you and the guest. If you are interacting with a Deaf person, they may stand further to view sign language by an interpreter.

Be flexible

- **Getting someone's attention:** You may be used to using your voice to get someone's attention by saying, "Hey," or "Excuse me." You may want to wave to secure someone's attention.
- **Eye contact:** For some people, eye contact may be considered too intrusive, rude, or uncomfortable. Do not force it. For Deaf people, it can be considered rude for someone to break eye contact. It can be the same as a hearing person covering their ears.
- **Touch:** People may not like to be touched. If someone is Deaf, however, touch can be a way of communicating "Excuse me" when passing by.

Access is a human right.

The ADA outlines the bare minimum standards of accessibility. Just because a park, library, or rec center is ADA compliant, it doesn't mean they are inclusive, nor are they meeting the needs of the person.

Accessibility versus Universal Design

- Accessibility and universal design are different.
- Accessible design is intended for a *specific user*.
- Universal design is intended for *every potential user*.
- Accessibility requirements are minimal expectations but are not "functional" or "meaningful" expectations for the potential user.

Universal Design

- There is no "one" solution for universal and accessible design.
- Every universal design should enfold accessible designs as an "every user" design, not a "wheelchair user" design, or a "blind user" design.
- Universal design involves self-determination, choice, and fluidity with simultaneous consideration for the individual and population.
- A deep relational, individual/community, and co-created partnership is necessary for universal and accessible design.

Activity

1. Who is directly and indirectly impacted by the event/activity that you're planning?
2. Who are your partners who are at the table during the decision making process?

Tip: “Nothing about us, without us” - If your planning team doesn't include any people with disabilities, let us know and we can help connect you!

How do City ADA policies
apply to parks, libraries,
and rec centers?

Office of ADA Compliance

- Writes policies and procedures, and develops resources to ensure equal access to City-provided services, programs, and activities for people with disabilities.
- Educates employees and City entities on disability-related laws.
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ADA Policies overview

The City has released policies and procedures in compliance with Title II of the ADA, including the following:

- Statement of Nondiscrimination
- Reasonable Modification Policy
- Grievance Policy
- Effective Communication Policy
- Liaison Policy
- Website Policy
- Events Policy

Policies are online at <https://www.phila.gov/documents/ada-policies/>

The Reasonable Modification Policy

People with disabilities must have an equal opportunity to participate in City programs, services and activities. To meet this mandate the policy includes:

- A process so that residents can request reasonable changes in policy, programs, or procedures in order to access all City services including public meetings and events organized by Rebuild project teams.

How residents may make requests

Residents may submit requests online, by email, phone, or in person with the City department where they need a change. The online form is located at phila.gov/reasonable-modification.

The following information must be collected:

- Name and contact information of person who needs the modification
- Name of the program, service, activity, or location of request
- Description of what you are requesting

How the City will process requests

In general, requests will be approved so long as they meet the following criteria:

- There is a disability-related need
- The request is reasonable and would not pose an undue burden (significant expense, result in administrative difficulty, or pose a risk)
- The request is for a program, service or activity that is under the jurisdiction of the City of Philadelphia.
- The request would not change the nature of the services that the City provides. For example: If the City provides a group class it may not be required to provide individual instruction to people not able to attend group meetings.

Complaints and appeals

Complaints of ADA discrimination by a City of Philadelphia owned or operated program, service, or activity to persons with disabilities can be directed to the Director of ADA Compliance at phila.gov/ADA-grievance.

Residents have a right to appeal department ADA decisions. To appeal contact the Director of ADA Compliance at ADA.Request@phila.gov.

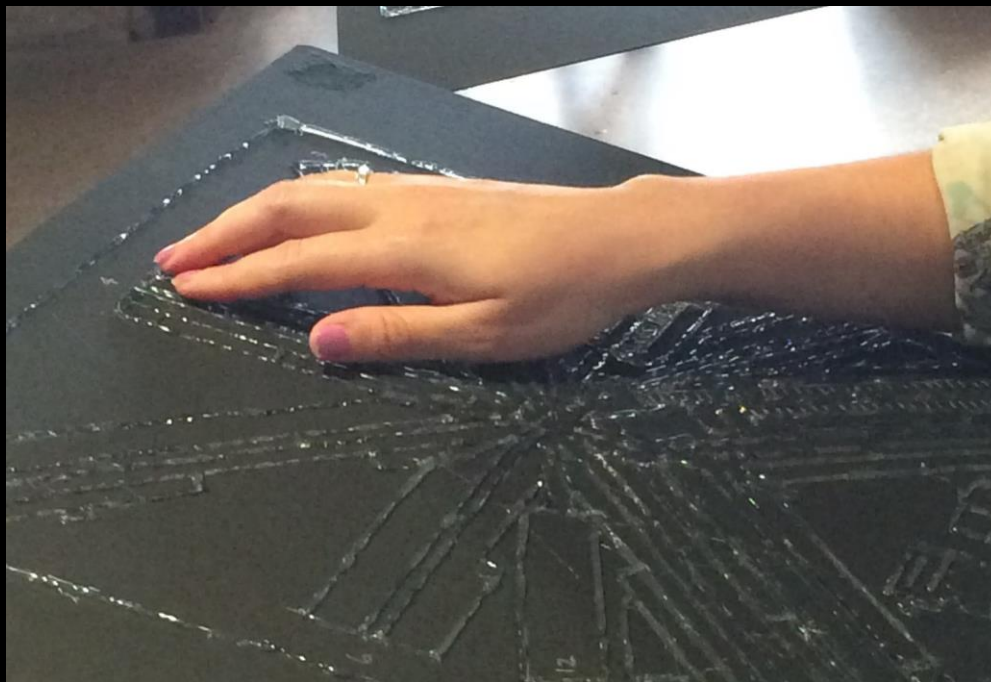
Universal Design of Programming

John Orr, Executive Director
Katie Samson, Director of Programs

Art-Reach

Art-Reach envisions a world where people with disabilities and from low-income communities have equitable access to the arts. We work with the cultural community to ensure that opportunity exists for all people, and in doing so we lift Philadelphia up to become a national model for cultural accessibility. In 2014 Art-Reach launched ACCESS Philly, marking its first city-wide public initiative. ACCESS Philly allows Philadelphia's low-income community to attend area museums for \$2 a person. Thousands of ACCESS cardholders engage with the program every month and the potential for the ACCESS Philly continues to grow at a record pace. In 2018, Art-Reach expanded ACCESS Philly to include performance and live arts venues, making it the first the program of its kind in the country to unite the museum and theater communities in a comprehensive engagement strategy. Pennsylvania Access Cardholders can now visit 48 cultural sites (35 museums and 13 theaters) for \$2 per person.

Eastern State



Ballet Projects



Ballet Projects



Instrument Petting Zoo



Bridge Sessions

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Opera Workshop



Collaborative Efforts

Flower Show



Flower Show



Sensory Friendly Partnerships



Workshop to Exhibition



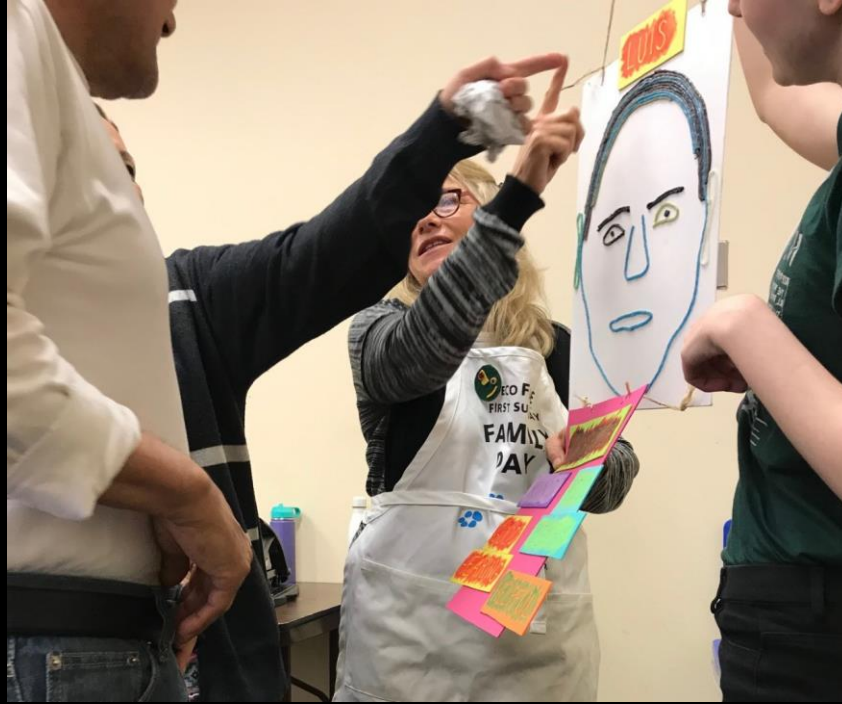
Magic Gardens



Know before you Go



ArtSquad – Self Portraits



Ballet Projects



Ballet Projects



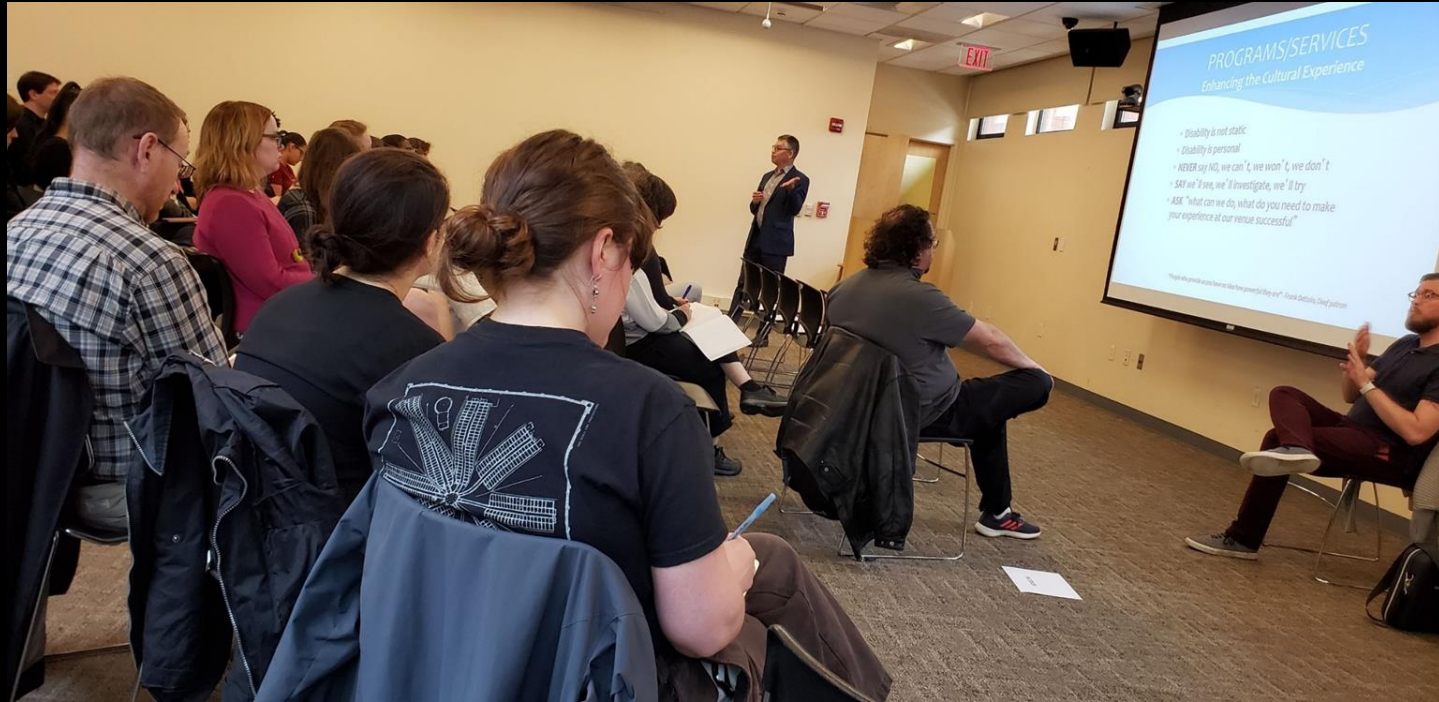
Story Telling



Martha Grahamcracker



CAFE with J. McEwen



Questions?

Thank you!
