

Disability Awareness Sunday Church Kit

**A church kit for observing Disability Awareness Sunday.
Provided by the Commission on Disability Concerns
of the Baltimore-Washington Conference.**



Observing Disability Awareness Sunday

By Rev. Leo Yates, Jr.

The first Sunday in February is set aside as Disability Awareness Sunday. If that Sunday is reserved for another event, then it can be observed on another Sunday.

There are a number of ways of observing this event. Here are just a few.

1. Include a bulletin insert with Disability-related awareness dates (i.e. Mental Health Month, World Cancer Day, World Glaucoma Awareness Week, Deaf Awareness Month, and Cerebral Palsy Awareness Month).*
2. Include a litany or a Call to Worship that highlights disability awareness.*
3. Read Scripture passages from the Old Testament, the Psalms, the Gospels, and the New Testament.*
4. Invite a person with a disability to be a liturgist or to be a guest preacher. Check with the district superintendent, as he or she has a list of lay speakers.
5. Conduct an Annual Accessibility Audit and report its findings in worship during the church announcements.*
6. Hand out an Americans with Disabilities Act (ADA) fact sheet as parishioners exit the sanctuary.
7. Have a Sunday School class make a collage of pictures for a bulletin board. Pictures can be what an inviting church or an accessible church looks like. This helps to promote awareness.
8. During announcements, share disability-related facts (i.e. Over 50 million people in the U.S. have some type of disability) and highlight the Commission on Disability Concerns as a resource for your church.
9. During the fellowship hour, like after worship, have an exhibit table with disability-related materials.*
10. If your sanctuary is equipped with multimedia, show the disability awareness video on the disability commission webpage.*

As you can see, there are multiple ways to observe a Disability Awareness Sunday. Choosing one or more of these is ideal. Emphasizing the inclusion (and outreach) of our brothers and sisters with disabilities is part of the church's call (Luke 14:21 & 23). Won't you consider hosting this at your church?

*.The Commission on Disability Concerns webpage on the Baltimore-Washington Conference website has materials for your use. The webpage is located at <http://bwcumc.org/ministries/commission-on-disability-concerns/>.

When people of varying abilities experience radical hospitality, they will then feel more welcomed into our faith communities. The church then represents more fully the body of Christ and readily sees the Kingdom of God at hand.

The church needs all of us, with all of our gifts from the Holy Spirit, to be complete as the body of Christ!

- We are United Methodists. The father of Methodism, John Wesley, said, “The world is my parish.” That call still continues to this day, as we reach out to others.
- The first Sunday of February is Disability Awareness Sunday. Celebrate it on this day or on another day.
- Invite a speaker from the Commission on Disability Concerns to speak to your United Methodist Women’s group or another church group.
- Conduct an Annual Accessibility Audit of your church. See how your church can be better accessible so all may be welcomed.
- Subscribe to the newsletter published by Disabilities Committee of The United Methodist Church. Stay informed about disability-related news.



Visit

The following faith communities are examples of how churches emphasize disability accessibility.

Community With a Cause

A worship service for families and friends of children and adults with disabilities.

Lexington Park, MD

<http://www.community-umchurch.com/>

Magothy United Methodist Church of the Deaf
Pasadena, MD

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

Christ United Methodist Church of the Deaf
Baltimore, MD

<http://www.christdeafchurch-umc.org/>

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Have a Bulletin Insert with Disability-related Awareness Dates

Disability-related Awareness Dates

January

Co-dependency Awareness Month - (U.S.)
Glaucoma Awareness Month - (U.S.)
Weight Loss Awareness Month

February

Heart and Stroke Awareness Month
February 4 – World Cancer Day
February 20 – World Day of Social Justice

March

Cerebral Palsy Awareness Month
Intellectual Disabilities Awareness Month
National Problem Gambling Awareness Month
March 12 – World Glaucoma Day
March 21 – World Down Syndrome Day

April

Alcohol Awareness Month
Autism Awareness Month
Child Abuse Prevention Month
Parkinson's Disease Awareness Month

May

ALS Awareness Month
Asthma Awareness Month
Better Sleep Month
Lupus Awareness Month
Stroke Awareness Month

June

June 6 – World Hunger Day
Men's Health Month
PTSD Awareness Month
June 15 – World Elder Abuse Awareness Day

July

July 16 - Disability (ADA) Awareness Day
Cataract Awareness Month

fold or print front and back inserts

August

Cataract Awareness Month
Immunization Awareness Month
August 21 – National Senior Citizens Day
August 31 – International Overdose Awareness Day

September

Prostate Awareness Month
National Alcohol and Drug Addiction Recovery Month
Childhood Obesity Awareness Month
Ovarian Cancer Awareness Month
Deaf Awareness Month

October

AIDS Awareness Month
Breast Cancer Awareness Month
Depression Education and Awareness Month
Lupus Awareness Month

November

Adoption Awareness Month
COPD Awareness Month
Alzheimer's Awareness Month
Epilepsy Awareness Month

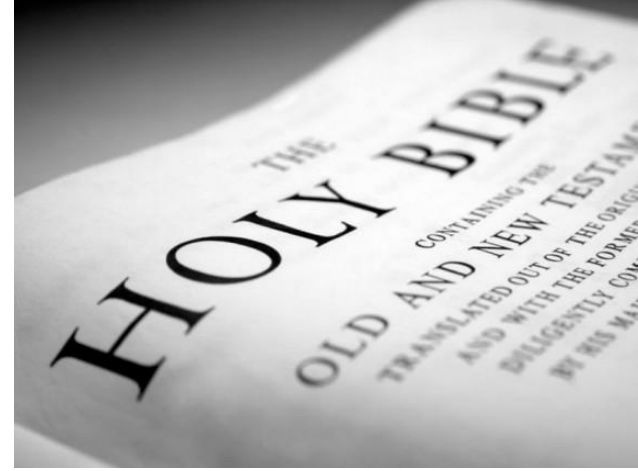
December

World AIDS Day
December 3 – International Day of Persons with Disabilities

Disability Awareness



Read Scripture Passages That Highlight Disabilities



Old Testament

Leviticus 19:14 God Tells His People in His Law to Care for Those with Disabilities.

Deuteronomy 27:18 Moses establishes the Law not to take advantage of persons with disabilities.

Isaiah 42:16 God shows compassion to persons with disabilities who suffer due to being marginalized.

Zechariah 7:8-10 The Lord emphasizes social justice and encourages equality for all.

Gospels

Matthew 9:27-33 Jesus heals two blind men and a person unable to speak.

Luke 14:15-24 In Jesus' parable, he emphasizes that God's house should be filled and that we are to invite people with disabilities.

Mark 7:31-37 Jesus heals a deaf man with the emphasis of Jesus restoring the community.

Luke 7:21-23 Jesus highlights his work as the Messiah, healing and restoring individuals and communities.

John 5:1-15 Jesus heals a man unable to walk, highlighting that a disability can sometimes be caused by sin (e.g. a heroin user shooting heroin in your leg, causing an infection, and needing it to be amputated).

John 9:1-3 Jesus heals a blind man emphasizing that a disability isn't always caused by sin; moreover, that God's glory is revealed through him.

New Testament

Acts 9:8, 17-19 Saul/Paul had lost his sight. He was cared for and then had his sight returned to him.

James 5:14 James calls the community to pray for anyone who is ill.

1 Corinthians 12:12-30 Paul teaches that everyone is equal in the body of Christ, treating people with disabilities with more respect.

Proverbs

Proverbs 31:8 Emphasizing social justice and advocacy.

* These are just a few passages. There are a plethora of Scripture references.

Invite a Person to Speak or Preach About Disabilities

1. Check with the district superintendent, as he or she has a list of lay speakers.
2. Ask someone with a disability from your faith community to share his/her testimony and their experience (connect it to his/her faith).
3. Check with The Arc of Maryland.
<http://www.thearcmd.org/>
It is an advocacy organization on behalf of persons with intellectual and developmental disabilities. They have chapters listed on its website.
Can request someone to come and speak about their organization.
4. Baltimore County Family Navigator
410-252-4700 x 265 (V)
E-mail: familynavigator@cc-md.org
www.family-navigator.org
They assist families with resources for family members with disabilities.
Can request someone to come and speak about their organization.
5. Autism Society of Baltimore-Chesapeake
410-655-7933 (V)
info@baltimoreautismsociety.org
www.baltimoreautismsociety.org
Provides information about autism spectrum disorders and resources.
Can request someone to come and speak about their organization.
6. Commission on Disability Concerns of the Baltimore-Washington Conference
Contact the chairperson for recommendations.
<http://bwcumc.org/ministries/commission-on-disability-concerns/>
7. Humanim
410-381-7171 (V)
E-mail: info@humanim.com
www.humanim.com
Program for people with brain injuries and intellectual disabilities.
Can request someone to come and speak about their organization.
8. Melwood
301-599-8000
www.melwood.org
Community support services for persons with disabilities.
Can request someone to come and speak about their organization.

A Litany or a Call to Worship Based on Psalm 23

Leader: The Lord is my shepherd, I shall lack nothing.

All: Help me, Lord, always to look to you as my shepherd and guide as I travel this road of illness or disability.

Leader: He makes me lie down in green pastures.

All: Thank you, Lord, for making this journey less difficult and for paving the road with flowers in the form of help along the way.

Leader: He leads me beside still waters;

All: You send peace into my troubled life.

Leader: He restores my soul.

All: Lord, you know how far away from you this trouble has taken me. You know how far I have sunk. You know when I couldn't pray, so you prayed for me.

Leader: He guides me in paths of righteousness for his name's sake.

All: Lord, even when I didn't want to acknowledge your care and love for me, you touched me and led me to turn to you. You answered my unspoken prayers.

Leader: Even though I walk through the valley of the shadow of death...

All: Sometimes I'm so alone, and, Lord, you know how afraid I am. Dark shadows cover my life; it feels like the joy of my existence is gone forever.

Leader: I will fear no evil.

All: Lord, you have made me see that you are at my side as I walk this lonesome road. You, O Lord, have given me the courage to go on.

Leader: For you are with me;

All: I can feel your presence; I know that you carry me over the rough spots; I know that you'll never leave me or forsake me. As I travel through this depression, you are there to watch over me.

Leader: Your rod and your staff, they comfort me.

All: Father in heaven, I take great comfort from knowing that you are there for me always.

Leader: You prepare a table before me in the presence of my enemies.

All: O God, when my trouble looms large, you lay out good things for me to feast on. Good things like love, joy, peace, goodness, kindness, and gentleness. You send your angels to tend to my every need.

Leader: You anoint my head with oil;

All: You smother me with goodness and your helping oil helps me carry on.

Leader: My cup overflows.

All: Lord, I must admit that I have all that I need. I lack nothing and every morning I see new mercies.

Leader: Surely goodness and love shall follow me all the days of my life;

All: I know now that you will always be at my side, always – even through my most difficult days.

Leader: And I will dwell in the house of the Lord forever.

All: Lord, I know it. Even when my time here on earth is over, you will be my place of refuge and you will have a place for me to come home to. Amen.

(Litany by Bert Zwiers, from *A Compassionate Journey: Coming Alongside People with Disabilities or Chronic Illnesses* by John G. Cook)



Call to Worship

BEATITUDES FOR FRIENDS OF PEOPLE WITH DISABILITIES:

Blessed are you who take the time to listen to difficult speech, for you help me to know that if I persevere I can be understood.

Blessed are you who never bid me to “hurry up” and take my tasks from me and do them for me, for I often need time rather than help.

Blessed are you who stand beside me as I enter new and untried ventures, for my failures will be outweighed by the times I surprise myself and you.

Blessed are you who asked for my help, for my greatest need is to be needed.

Blessed are you who understand that it is difficult for me to put my thoughts into words.

Blessed are you who, with a smile, encourage me to try once more.

Blessed are you who never remind me that today I asked the same question two times.

Blessed are you who respect me and love me as I am, and not like you wish I were.

(Retrieved from <http://www.joniandfriends.org/media/uploads/downloads/Beatitudes.pdf>.)

Prayer of Confession

Almighty and creating God; we come before you today as people who are separated from one another by fear, prejudice, and ignorance. By our language, actions and facilities we declare insiders and outsiders in our lives and in our church. Forgive us and create in us the vision of opening our hearts, minds, and doors as wide as the love of God, so that no one is left outside. Help us to reach beyond ourselves to discover the joy of community. Give us the patience to discover that all people have gifts and abilities to share with our community of faith. We pray in Jesus name. Amen.

Adapted from Southeastern United Methodist Agency for Rehabilitation (SEMAR) 2004

Songs and Hymns

- Ask someone with a disability to sing and/or play an instrument. If possible have them join the choir and/or worship team for the service.
- Include a song signed by an ASL interpreter or if you have Deaf, hard-of-hearing, or late-deafened , or Deaf-blind individuals present so the whole service can be interpreted.
- Ask a children's choir to perform a hymn or song in sign language.
- Ask a nearby high school ASL class to perform 2 or 3 songs in sign language.
- Work with the worship leader to be sure that the Scriptures, hymns and songs chosen for this day complement the theme.
- Include one or more of the over 8000 hymns written by Fanny Crosby who was blind, such as 'Blessed Assurance' or 'My Saviour First of All'.



Conduct an Annual Accessibility Audit and Report its Findings During the Announcements

ANNUAL ACCESSIBILITY AUDIT FOR UNITED METHODIST CHURCHES (#2533)



Church _____ District _____

Date Form Completed _____ Charge Conference Date _____

YES	NO	N/A	Description / Guidelines	Explain "NO" Answers
GETTING INTO THE CHURCH				
			Clearly visible signs direct people to accessible entrances	
			Designated parking spaces on level ground are close to entrance and do not require crossing traffic or moving behind parked cars	
			At least 1 per 25 spaces is clearly marked with access symbol on vertical signs and on pavement (# of accessible spaces: ____)	
			Accessible spaces are 8' wide with adjacent 5' access aisle.	
			At least one space is van accessible with adjacent, painted with slash lines, 8' access aisle on right side of vehicle	
			36" wide curb cuts (curb ramps) are provided close to parking	
			Sidewalks are smooth, flat, and at least 36" wide providing an access route to an accessible entrance into the church	
			Ramp has maximum incline of 1:12, preferably 1:20 (length: ____ rise: ____ ratio: ____) with no more than 30' between landings	
			Ramp has minimum width of 36" between handrails (width: ____) and has non-slip surface	
			Handrails are 34-38" high on both sides of ramp/ stairs and extend 12" beyond; lower railing is no higher than 4" above deck	
			There is a 60" x 60" level platform at entry door and at least 18" on pull side of door	
			Entrance door is 36" wide; threshold level or max beveled 1/4" high; no more than 10 lb force needed to open door	
GETTING AROUND THE CHURCH				
			Corridors are at least 36" wide with 60" passing spaces every 200' and non-glare floor surface	
			No objects protrude more than 4", and lowest part of protruding object is no more than 27" above floor height to allow a person who is blind to	

			detect the object with a cane and avoid injuries	
			Multi-level building has interior elevator, lift and/ or ramp to allow access to all common/ program areas	
			Doorways have a minimum of 32" clearance and thresholds are level or no more than ½" high and beveled	
			Door handles are easy to grasp and operate with one hand/single effort, using no more than 5 lbs. force	
			Carpet pile is level and no more than ½" thick, with no or firm padding; all floor mats have rubberized backing and are stable	
			Fire alarm controls and extinguishers are no more than 48" from floor; visual and auditory fire alarms are in place	
			At least one accessible marked unisex restroom (or both male and female restrooms) per floor has 60 x 60" turning space	
			Sink has 29" clearance from floor, controls easy to operate (lever style, automatic, etc.), drain pipes insulated,	
			Soap and paper towels are no higher than 48", bottom edge of mirror is 40" or lower	
			One→ stall is 66"x 60" with 33" – 36" high wall-mounted grab bar by toilet extending 54" from back wall; toilet height 17" – 19"	
YES	NO	N/A	Description / Guidelines	Explain "NO" Answers
			Drinking fountain is no higher than 36" with easy hand controls and wheelchair clearance or paper cup dispenser	
			Stairs and ramps have handrails on both sides; surface is non-slip; leading edges are marked with a contrasting color	
SANCTUARY, CLASSROOMS, FELLOWSHIP AREA				
			Level pew cuts/ wheelchair spaces are next to aisles and distributed throughout the room for choice in seating. Spaces are 33"x48" forward approach, and/or 33"x60" side approach, with view of screen/ pulpit when others stand	
			Chancel area and choir loft are accessible (via ramp, or platform lift if needed)	
			If there are steps to the chancel, handrails are provided	
			Aisleways are at least 36" in common areas	
			Fellowship area and one work area in kitchen are accessible	
			In fellowship area and classrooms at least one table has minimum of 29-30" clearance on underside; some chairs have armrests and height of chair seat from floor of these chairs is 18" or more	

COMMUNICATIONS AND ENVIRONMENT			
		Members sensitized about need to minimize use of fragrances	
		All soaps, cleaning products and other chemicals fragrance free; candles are unscented and non-petroleum-based	
		Lighting adequate for reading in meeting areas, for safety in halls	
		Large/bold print provided via projection or bulletin, songbook, and Bible; Braille or alternative media available upon request	
		Microphone used by all speakers or comments repeated; assisted listening devices provided; ASL interpreter provided upon request	
		Printed copies of sermon are available if requested	
		Videos and other media are clearly captioned	
ATTITUDES			
		Access and accommodations available are described in church phone message, website, internet postings, signage, etc.	
		Pastor(s)/ ushers/ greeters/ leaders/ members have had training in disability awareness and etiquette	
		Signs or bulletin boards give visible evidence that people with cognitive challenges, mental illness, and chronic illness are welcome and included in the life of the congregation	
		Disruptions are accepted and incorporated into worship	
		Service animals or guide dogs are welcome within the church building(s) including the sanctuary	
		Worship leader invites people to "rise in body or in spirit" and to "be in an attitude of prayer" or uses similar inclusive language	
		Educational programs are adapted as needed for inclusion of children and adults with disabilities	
		Disability Awareness Sunday was celebrated during past year	
		Persons with disabilities serve in worship and leadership roles and help plan ways to improve access	
		Needs of those on special diets considered when food is offered, including gluten free communion elements	
		Transportation; valet parking assistance; buddy system (for those needing 1:1 assistance) offered if needed	
GOALS FOR ACCESSIBILITY IMPROVEMENT FOR THE UPCOMING YEAR			Target Date

1.	
2.	
3.	
4.	
5.	
YES __ NO __ Request consultation from Conference Disability Concerns Committee	
Comments:	
Signature of Pastor:	Date
Signature of Trustees chair:	
Signature of District Superintendent:	

Form completed by _____ Contact information _____

Contact person for church _____ Contact information _____

PLEASE NOTE:

- This form is for use on existing buildings only; please refer to current ADA and state regulations for new construction or major remodeling projects: <http://www.ada.gov/regs2010/2010ADASTandards/>.
- The audit should be completed by a team including a member of the trustees, and people with construction, architecture and rehabilitation backgrounds. Include persons with disabilities and family members, especially someone who uses a wheelchair and someone with low vision, in the audit process.
- Interview individuals with disabilities and family members of children and adults with disabilities to learn how welcoming your congregation is and to help set priorities.
- This is not an all-inclusive listing of ADA guidelines, but rather represents basic first steps that a church may take to begin to implement accessibility measures.

Hand out an Americans with Disabilities Act (ADA) Fact Sheet as Parishioners Exit the Sanctuary

Americans with Disabilities Act (ADA) Fact Sheet

Overview

The Americans with Disabilities Act (ADA) is one of the most comprehensive civil rights laws prohibiting discrimination on the basis of physical or mental disability. The Act was established to promote equal opportunities for persons living with disabilities into all aspects of daily life, such as employment, public accommodations, transportation, state and local governments, and telecommunications.

Understanding What “Disability” Means Under the ADA

To be covered under the Americans with Disabilities Act as a person living with a disability, one must identify themselves with one of the following definitions:

- A person with a physical or mental impairment that substantially limits one or more major life activities;
- A person with a record of such a physical or mental impairment; or
- A person who is regarded as having such impairment.

ADA’s Four Components

ADA was constructed into four major “Titles” each centered on a systemic category of accessibility. Below each Title are highlights of the protections afforded to persons with disabilities.

- **Title I – Employment:** Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the position. Employers can ask about one’s ability to perform a job, but cannot inquire if someone has a disability.

Employers must provide “reasonable accommodation,” such as job restructuring and modification of equipment when necessary.

- **Title II – Public Services:** State and local governments must remove communication and physical barriers that restrict people with disabilities from using their services and activities. Public entities must make every effort to integrate the disabled into their existing and future services, programs, and activities, and be able to communicate “with all of the public (telephone contacts, office walk-ins, or interviews), provide for the public’s use of the facilities, and allow access to programs that provide State or local government services or benefits.”
- **Title III – Public Accommodations:** Restaurants, hotels, theaters, doctors’ offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers may not discriminate on the basis of disability. Private clubs and religious organizations are exempt. Auxiliary aids and services must be provided to individuals with hearing or vision impairments.
- **Title IV – Telecommunications:** Telephone companies must provide telecommunications relay services for hearing-impaired and speech-impaired individuals 24 hours per day.

For more information
visit www.ada.gov



Have a Sunday School Class Make Up a Bulletin Board



During Announcements, Share Disability-related Facts and Highlight the Commission on Disability Concerns as a Resource

10 Facts about Disabilities

From the World Health Organization

Over a billion people live with some form of disability

This corresponds to about 15% of the world's population. Between 110-190 million adults have very significant difficulties in functioning. Rates of disability are increasing, due to population ageing and the global increase in chronic health conditions.

Disability disproportionately affects vulnerable populations.

Lower-income countries have a higher prevalence of disability than higher-income countries. Disability is more common among women, older people and children and adults who are poor.

People with disabilities often do not receive needed health care.

Half of disabled people cannot afford health care, compared to a third of non-disabled people. People with disabilities are more than twice as likely to find health-care providers' skills inadequate. Disabled people are four times more likely to report being treated badly and nearly three times more likely to be denied health care.

Children with disabilities are less likely to attend school than non-disabled children.

Education completion gaps are found across all age groups in all settings, with the pattern more pronounced in poorer countries. For example, the difference between the percentage of disabled children and the percentage of non-disabled children attending primary school ranges from 10% in India to 60% in Indonesia.

People with disabilities are more likely to be unemployed than non-disabled people.

Global data show that employment rates are lower for disabled men (53%) and disabled women (20%) than for non-disabled men (65%) and non-disabled women (30%). In OECD countries, the employment rate of people with disabilities (44%) was slightly over half that for people without disabilities (75%).

People with disabilities are vulnerable to poverty.

People with disabilities have worse living conditions—including insufficient food, poor housing, lack of access to safe water and sanitation—than non-disabled people. Because of extra costs such as medical care, assistive devices or personal support, people with disabilities are generally poorer than non-disabled people with similar income.

Rehabilitation helps to maximize functioning and support independence.

In many countries rehabilitation services are inadequate. Data from four Southern African countries found that only 26–55% of people received the medical rehabilitation they needed, while only 17–37% received the assistive devices they needed (e.g. wheelchairs, prostheses, hearing aids).

People with disabilities can live and participate in the community.

Even in high-income countries, between 20% and 40% of people with disabilities do not generally have their needs met for assistance with everyday activities. In the United States of America, 70% of adults rely on family and friends for assistance with daily activities.

Disabling barriers can be overcome.

Governments and organizations can:

- * promote access to mainstream services;
- * invest in specific programs for people with disabilities;
- * adopt a national strategy and plan of action;
- * improve staff education, training and recruitment;
- * provide adequate funding;
- * increase public awareness and understanding on disability;
- * strengthen research and data collection; and
- * ensure the involvement of people with disabilities in implementing policies and programs.

The Convention on the Rights of Persons with Disabilities (CRPD) promotes, protects and ensures the human rights for all people with disabilities

So far, more than 150 countries and regional integration organizations have signed the Convention, and over 130 have ratified it. The WHO/World Bank report provides the best available scientific evidence to improve the health and well-being of people with disabilities in line with the CRPD.

(10 Facts on Disability, 2013, from World Health Organization.

www.who.int/features/factfiles/disability/en/)

During the Fellowship Hour, Like After Worship, Have an Exhibit Table with Disability Materials

Consider the following disability-related materials:

General Rules of Etiquette for Communicating with Persons with Disabilities

Wheelchair Etiquette

Welcome to Holland

ADA Fact sheet

Respite Care

Disability Awareness

Fast Facts Media Bulletin

Article: Twenty Practical Things Pastors and Churches Can Do To Make Families and Children with Disabilities Feel Welcome

United Methodist Resources

General Rules of Etiquette for Communicating with Persons with Disabilities

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands (shaking hands with the left hand is an acceptable greeting).
3. When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to, or ask for, instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)
6. Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person, and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or a shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue in and guide your understanding.
8. When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is hearing impaired, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people with a hearing impairment can lip read. For those who do not read lips, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes, and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later," or "Did you hear about this?" that seem to relate to a person's disability.

This was retrieved from St. Mary's County government. The website also has handouts for specific disabilities. <http://www.stmarysmd.com/american disabilities/resources.asp>

Wheelchair Etiquette

(As written by Disability Awareness, The Rehabilitation Center, Ottawa Ontario)

- Always ask the person using the wheelchair if he or she would like assistance BEFORE you help. It may not be needed or wanted.
- Don't hang or lean on a person's wheelchair because it is part of that person's personal body space.
- Speak directly to the person in the wheelchair, not to someone nearby as if the person in the wheelchair did not exist.
- If conversation lasts more than a few minutes, consider sitting down or kneeling to get yourself on the same level.
- Don't demean or patronize the person by patting them on the head.
- Give clear directions, including distance, weather conditions and physical obstacles that may hinder the person's travel.
- Don't classify persons who use wheelchairs as sick. Wheelchairs are used for a variety of non-contagious disabilities.
- When a person using a wheelchair "transfers" out of the wheelchair to a chair, toilet, car, or bed, do not move the wheelchair out of reaching distance.
- Be aware of the person's capabilities. Some users can walk with the aid and use wheelchairs to save energy and move quickly.
- It is ok to use terms like "running along" when speaking to a person who uses a wheelchair. The person is likely to express things the same way.
- Don't discourage children from asking questions about the wheelchair.
- Don't assume that using a wheelchair is in itself a tragedy. It is a means of freedom that allows the person to move about independently.

Welcome to Holland

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I am often asked to describe the experience of raising a child with a disability to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this... When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans.

The Coliseum. The Michelangelo David. The Gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says:
"Welcome to Holland"

HOLLAND??? you say. What do you mean, Holland? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy. But there's been a change in the flight plan. They've landed in Holland, and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place. So you must go out and buy new guidebooks. And you must learn a whole new language. And you will meet a whole new group of people you would never have met. It's just a different place.

It's slower paced than Italy, less flashy than Italy. But after you've been there for awhile, and you catch your breath, you look around... and you begin to notice that Holland has windmills... and Holland has tulips, Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they are bragging about what a wonderful time they had there. And for the rest of your life, you will say, 'Yes, that's where I was supposed to go. That's what I had planned.' And the pain of that will never, ever, ever go away, because the loss of that dream is a very significant loss.

But... if you spend your life mourning the fact that you didn't go to Italy, you may never be free to enjoy the very special, the very lovely things... about Holland.

Americans with Disabilities Act (ADA) Fact Sheet

Overview

The Americans with Disabilities Act (ADA) is one of the most comprehensive civil rights laws prohibiting discrimination on the basis of physical or mental disability. The Act was established to promote equal opportunities for persons living with disabilities into all aspects of daily life, such as employment, public accommodations, transportation, state and local governments, and telecommunications.

Understanding What “Disability” Means Under the ADA

To be covered under the Americans with Disabilities Act as a person living with a disability, one must identify themselves with one of the following definitions:

- A person with a physical or mental impairment that substantially limits one or more major life activities;
- A person with a record of such a physical or mental impairment; or
- A person who is regarded as having such impairment.

ADA's Four Components

ADA was constructed into four major “Titles” each centered on a systemic category of accessibility. Below each Title are highlights of the protections afforded to persons with disabilities.

- **Title I – Employment:** Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the position. Employers can ask about one’s ability to perform a job, but cannot inquire if someone has a disability.

Employers must provide “reasonable accommodation,” such as job restructuring and modification of equipment when necessary.

- **Title II – Public Services:** State and local governments must remove communication and physical barriers that restrict people with disabilities from using their services and activities. Public entities must make every effort to integrate the disabled into their existing and future services, programs, and activities, and be able to communicate “with all of the public (telephone contacts, office walk-ins, or interviews), provide for the public’s use of the facilities, and allow access to programs that provide State or local government services or benefits.”
- **Title III – Public Accommodations:** Restaurants, hotels, theaters, doctors’ offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers may not discriminate on the basis of disability. Private clubs and religious organizations are exempt. Auxiliary aids and services must be provided to individuals with hearing or vision impairments.
- **Title IV – Telecommunications:** Telephone companies must provide telecommunications relay services for hearing-impaired and speech-impaired individuals 24 hours per day.

For more information
visit www.ada.gov



Respite Care

What is Respite Care?

Millions of Americans provide unpaid assistance each year to elderly family, friends, and neighbors to help them remain in their own homes and communities for as long as possible. Sometimes these caregivers need time off to relax or take care of other responsibilities. This is where respite care can be helpful. It provides the -family caregivers with the break they need, and also ensures that their elderly loved one is still receiving the attention that he or she needs.

Respite care is not all the same. Respite can vary in time from part of a day to several weeks. Respite encompasses a wide variety of services including traditional home-based care, as well as adult day care, skilled nursing, home health, and short term institutional care. More specifically respite care may take any one of the following forms:

Adult Day Care: These programs are designed to provide care and companionship for frail and disabled persons who need assistance or supervision during the day. The program offers relief to family members or caregivers and allows them the freedom to go to work, handle personal business or just relax while knowing their relative is well cared for and safe.

Informal and Volunteer Respite Care: This is as simple as it sounds. It is accepting help from other family members, friends, neighbors, or church volunteers who offer to stay with the elderly individual while you go to the store or run other errands. Sometimes your local church group or area agency on aging (AAA) will even run a formal "Friendly Visitor Program" in which volunteers may be able to provide basic respite care, as well. Many communities have formed either Interfaith Caregiver or Faith in Action Programs where volunteers from faith-based communities are matched with caregivers to provide them with some relief.

In-home respite care: Generally speaking, in-home respite care involves the following four types of services for the more impaired older person:

- Companion services to help the family caregiver supervise, entertain, or just visit with the senior when he or she is lonely and wants company.

- Homemaker services to assist with housekeeping chores, preparing meals, or shopping.

- Personal care services to help the aged individual bathe, get dressed, go to the bathroom, and/or exercise.

- Skilled care services to assist the family caregiver in tending to the senior's medical needs, such as when administering medications.

How Do You Pay for Respite?

The cost of respite care varies with the type of agency and the services needed, but federal and/or state programs may help to pay for it. Long term care insurance policies may cover some of the cost of respite care. Your local AAA will have more information on whether financial assistance is available, depending on your situation and where you live.

Case Study

The following case study illustrates one situation in which a family caregiver could benefit greatly from arranging for basic respite care services to help a loved one recuperate at home after a hospital stay:

Mr. M is 83 years old and lives with his daughter Kathy and her family out in the country. Two weeks ago, Mr. M fell down the stairs in front of the house and suffered a broken hip. He was admitted to the local hospital and had an operation to repair the fracture, and then was sent home to recover from his injuries.

Although Kathy is happy to do what she can to assist her father in getting better, she has a part-time job and two children who need her support as well. There just are not enough hours in the day for her to look after everyone else, do her paid work, and also keep from getting stressed out and sick herself.

To solve the problem, Kathy called her AAA and then contacted a respite care program that the AAA staff recommended. After talking with Kathy, the respite care agency began sending over a trained caregiver to her house three days a week. The respite care provider makes sure that Mr. M eats regularly and is as comfortable as possible during the afternoons when Kathy has to work or attend to her children.

Can the National Family Caregiver Support Program Offer Respite?

The enactment of the Older Americans Act Amendments of 2000 (Public Law 106-501) established an important program, the National Family Caregiver Support Program (NFCSP). Funds have been allocated to states to work in partnership with area agencies on aging and local and community service providers to put into place multi-faceted systems of support for family caregivers. A specific component of these systems is respite. That could include, for example, respite care provided in a home, an adult day-care program or over a weekend in a nursing home or an assisted living facility. For more information on the NFCSP visit the Administration on Aging website at http://www.aoa.gov/AoARoot/AoA_Programs/HCLTC/Caregiver/index.aspx.

How Can I Ensure that Respite Care is Quality Care?

When evaluating a respite care program, family members should check to see if it is licensed by the state where they live (where required) and if the caregivers have the qualifications necessary for the job. They can ask respite care program managers the following questions to assess their credentials:

Are families limited to a certain number of hours for services needed?

Can the provider take care of more than one person at a time?

Can family members meet and interview the people who will be providing the respite care?

Does the program provide transportation for the caregiver/senior?

Does the program keep an active file on the senior's medical condition and other needs? Is there a written care plan?

How are the caregivers screened for their jobs?

How are the caregivers trained? Do they receive extra training, where appropriate, to meet specific family needs?

How are the caregivers supervised and evaluated?

How much does the respite care cost? What is included in the fee?

How far ahead of time do family members have to call to arrange services?

How do the caregivers handle emergencies? What instructions do they receive to prepare them for unexpected situations (being snowed in or losing power during a thunderstorm, for example)?

How is the program evaluated? Are family members contacted for their feedback? If so, review their comments!

Second, when interviewing an in-home respite care aide, you may want to ask these questions:

Are you insured?

Do you have any references? What are they?

Do you have any special skills that might help you with this job?

Have you ever worked with someone in the same medical condition as my loved one?

How would you handle the following situation? (Cite examples of challenges you have encountered as a family caregiver.)

What is your background and training?

What are your past experiences in providing respite care?

When are you available? Do you have a back-up/assistant if you are unable to come when expected?

Who can I talk to at your agency if I am concerned about something?

Why are you interested in this job?

Why did you leave your last job?

Where Can I Learn More About Respite Services?

The following organizations provide useful information to caregivers on a variety of topics including respite:

The Alzheimer's Association provides education and support for people diagnosed with the condition, their families, and caregivers. To find a local chapter closest to you or to order a copy of the association's respite care guide visit their website at <http://www.alz.org> or call 800-272-3900.

The Family Caregiver Alliance runs a resource center and publishes fact sheets and a newsletter with tips for family caregivers. The organization can be reached by calling 1-415-434-3388 or visiting its website at: <http://www.caregiver.org>

The National Alliance for Caregiving is a joint venture of several private and governmental agencies. The alliance web site provides useful information and links for caregivers. You can contact this resource by visiting its website at: <http://www.caregiving.org>

Information concerning adult day services can be obtained from the National Adult Day Services Association at (703) 610-9005 or by visiting their website at: <http://www.nadsa.org>

To find out more about hospice programs where you live, you can contact your local aging information and assistance provider or area agency on aging (AAA). The Eldercare Locator, a public service of the Administration on Aging (at 1-800-677-1116 or <http://www.eldercare.gov>) can help connect you to these agencies.

(Article is from the Department of Health and Human Services. 2010. Retrieved from http://www.eldercare.gov/Eldercare.NET/Public/Resources/Factsheets/Respite_Care.aspx)

Disability Awareness

By Syeda Kiran Zahra Hussain on July 10, 2015 Last Modified: July 30, 2015

Disability is a general term that covers all impairments, limitations for performing and restrictions to participation in activities. All these are challenges that can be reduced with the right knowledge and other relevant information.

What is Disability?

Disability is the result and consequence of any or a combination of developmental, physical, emotional, sensory, cognitive or mental impairment. It is any condition that continuously restricts an individual's daily activities. The condition can be existent from birth or happen during the lifetime of an individual.

Symptoms of Disability

Although symptoms of disability vary according to its many different types, there are some that apply in most cases. All are characterized by deficits in a person's general abilities. Some of the most common symptoms include: Disorder and sensory difficulties.

Having trouble obeying directives.

Poor general coordination.

Children attaining progressive milestones a lot slower than their peers.

Trouble or delays in speech and speaking.

Inability to comprehend and understand social norms.

Logical thinking challenges.

A poor sense of direction.

Irritability.

Tiredness.

Getting startled easily.

Some of these symptoms might be present and some might not according to individual circumstances. Like earlier said, there are different types of disabilities. The symptoms present will depend to a large extent on the type of disability and the unique physical attributes of the individual. Children sometimes exhibit some of these symptoms at some point of their development only to become absent at a later point.

Causes of Disability

The odds of becoming disabled even for adult workers before retirement increases at around one in three. Some disability causes might come to you as a surprise because of the variety and nature in which they come in. Some of the most common causes of disability include:

[Arthritis](#).

[Depression](#).

[Heart disease](#).

[Cancer](#).

[Back pain](#).

[Diabetes](#).

Poverty and [malnutrition](#).

Poor access to basic healthcare.

Illness.

Medicines and injections.

Hazardous conditions at work.

Accidents.

Poisons and pesticides.

Inheritance from parents.

[Mental health](#).

Disability in Figures

Research conducted by the world health organization (WHO) and other relevant disability and humanitarian agencies reveal a lot about disability. The following disturbing figures have been discovered: An estimated one billion people or 15% of global population live with one form of disability or the other and this makes them the globe's greatest minority says WHO.

* People in nations with a life expectancy of more than 70 years spend eight years or 11.5% of their life span, fighting disabilities.

* 80% of people living with disabilities globally are in developing countries according to UNDP.

An estimated 20% of the worlds' poorest have one disability or the other and are regarded as the most disadvantaged in their various communities.

* Relative disability-related legislation studies show only forty five nations globally have anti-discrimination and alternative disability-specific laws in place.

* UNESCO says that 90% of children with disabilities do not attend any school in developing countries.

* In OECD countries, higher education students living with disabilities are under-represented despite their numbers being on the increase.

* The rate of literacy in adults with disabilities globally is a minimal 3% while that of female adults with disabilities is just 1% according to the UNDP in a 1998 study.

* The ILO says that around 386 million of working class people globally have one or more types of disability. The rate of unemployment among them in some countries is as much as 80%. This is due to assumptions amongst employers is that people with disabilities cannot work.

* A USA study in 2004 found only 35% of working class persons with disabilities actually working as compared to 78% of those without disabilities. 2 out of every 3 of the jobless respondents with disabilities said they desired to work but did not find jobs.

Global Disability Facts

Even though these statistics seem alarming, people's illiteracy concerning disability is much more disturbing. If you can just learn more about it, you will be saving your life and that of other people. Some facts about disability include:

* Many people with disabilities have been known to be successful in owning their own businesses according to the US labor department.

* Employees with disabilities have higher retention rates. This reduces the overall cost of turnover according to a US study in 2002.

* Other US studies have revealed a retention rate of 85% for persons with disabilities after a year of being employed.

Disability Awareness Day

The 12th of July annually is set aside as the disability awareness day. It is a day meant to look into all issues that pertain to the disability challenge and its symptoms. It's a day on which people are educated and inspired to:

- * Highlight all the services which are available for people with disabilities to overcome the symptoms and become self sufficient.

- * Campaign for aides and equipment that can improve or maintain such self sufficiency.

What to Do On Any Disability Awareness Day?

Some of the things you can do on the day include:

Host disability awareness activities and events and maybe even distribute badges to mark the day.

Dedicate educational resources to kids who live disabilities each and every day.

Pay particular attention to adults or children with all types of disabilities.

The Message You Should Spread On Disability Awareness Day

Disability is a great trial. It is affecting a larger part of the population much more than you can think of.

The disability awareness day is perfect for sharing available information and latest findings on this serious global challenge. This will go a long way in assisting those affected.

Retrieved from Consumer Health Digest. From <https://www.consumerhealthdigest.com/health-awareness/disability-awareness-day.html>.



Part 3 of 3

Disability Awareness Day

PEOPLE WITH DISABILITIES

consist of the nation's largest minority group, as well as the only group that any of us can become a member of at any time



1 IN 4 PEOPLE

65-69 years of age have a severe disability



56.7 MILLION PEOPLE

in the U.S. have some sort of disability

38.3 MILLION PEOPLE

have a severe disability



30.6 MILLION

people in the U.S. have a physical disability that affects the ability to walk



THE ELDERLY

are the largest population living with a disability



3.6 MILLION PEOPLE

in the U.S. use a wheelchair

AROUND 15%

of the world's population lives with disabilities



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UNlimiters.com

1/3 OF DISABLED INDIVIDUALS

require assistive technology to be able to take care of themselves at home

ABOUT 764,000

children and adults in the U.S. currently have cerebral palsy

Twenty Practical Things Pastors and Churches Can Do To Make Families and Children with Disabilities Feel Welcome

- * Greet them — be welcoming; act as if you are truly happy to see the child and call him/her by name.
- * Include the child in church activities.
- * Do not judge the child for his/her behavior when the behavior is the result of his/her disability.
- * Pray for the family.
- * Do not be afraid to interact with the child, even if the child is non-verbal.
- * Do observe the personal space of a child, especially a child with autism (i.e., some autistic children do not like to be hugged or touched — talk to the parents first).
- * Do talk to the parents about their child and ask what you can do to help.
- * It is NOT helpful to talk to parents by telling them that God chose them to have this child because they were such strong people! It is better to say, "I do not understand why your child was born with this disability, but I do know that God will give you the strength and wisdom that you need as parents to raise him/her. We, as your church family, are here for you. We are praying for you. Please lean on us and tell us how we can help."
- * A simple, "How is your child doing?" can go a long way to helping parents feel that you really care.
- * Never say to a parent, "It could be worse," when discussing their child being born with disabilities!
- * Have an annual Disability Awareness Sunday.
- * Have training for staff and volunteers.
- * Pastors are to receive training in disability awareness per the *Book of Discipline*.
- * If there are other children in the family, give them extra attention.
- * Remove barriers that make worship difficult for the child with disabilities.
- * Talk to the parents about the needs of the child so that everyone at the church who works with the child knows how best to teach the child or what to do in case of an emergency.
- * If needed, find a responsible older youth to be a "buddy" for the child with disabilities.
- * Educate the children in the church about different disabilities (children's moments; * Sunday School, etc.).
- * If the disability is severe and the family has to miss church for an extended period of time, offer respite care (offer to baby-sit; offer to cook a meal; etc.).
- * Complete an annual Accessibility Audit as required by the *Book of Discipline*. Deb

Wade, 962 Black Road, Somerville, AL 35670 Permission is granted to use in non-profit, religious or educational settings as long as credit is given to the author (3/11/2013).

United Methodist Resources

DisAbilities Committee of The United Methodist Church

www.umdisabilityministries.org

United Methodist Association of Ministers with Disabilities

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

United Methodist Committee on Deaf and Hard of Hearing Ministries

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

United Methodist Congress of the Deaf

www.umcd.org

General Board of Global Ministries – US Health

<http://www.umcmission.org/explore-our-work/global-health/us-congregational-health>

Commission on Disability Concerns of the Baltimore-Washington Conference

<http://bwcumc.org/ministries/commission-on-disability-concerns/>

[*The Church and People with Disabilities: Awareness, Accessibility, and Advocacy*](#) by Peggy A. Johnson. Every church library should have a copy of this.

[*Deaf Ministry : Make a Joyful Silence*](#) by Peggy A. Johnson

[*Speaking Out: Gifts of Ministering Undeterred by Disabilities.*](#) Edited by Robert L. Walker.

[*Deaf Ministry: Ministry Models for Expanding the Kingdom of God*](#) by Leo Yates, Jr.

Other Faith Traditions

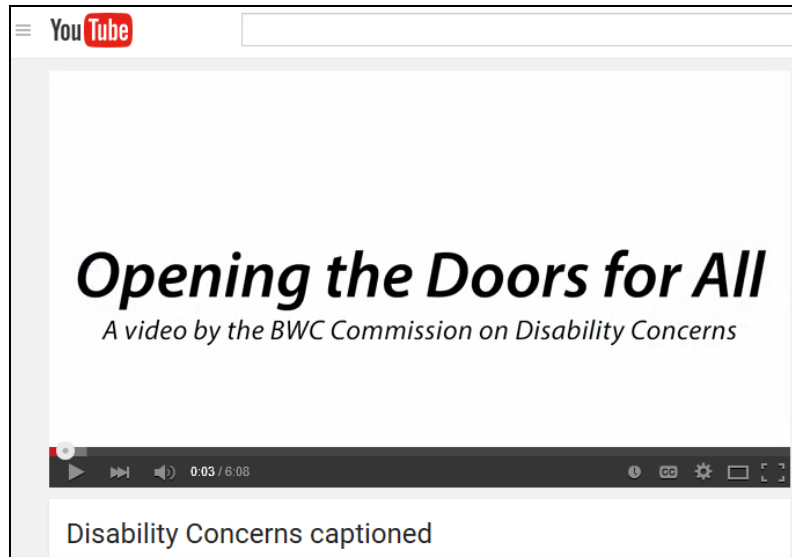
ADNet Anabaptist Disabilities Network

<http://www.adnetonline.org>

Joni and Friends International Disability Center

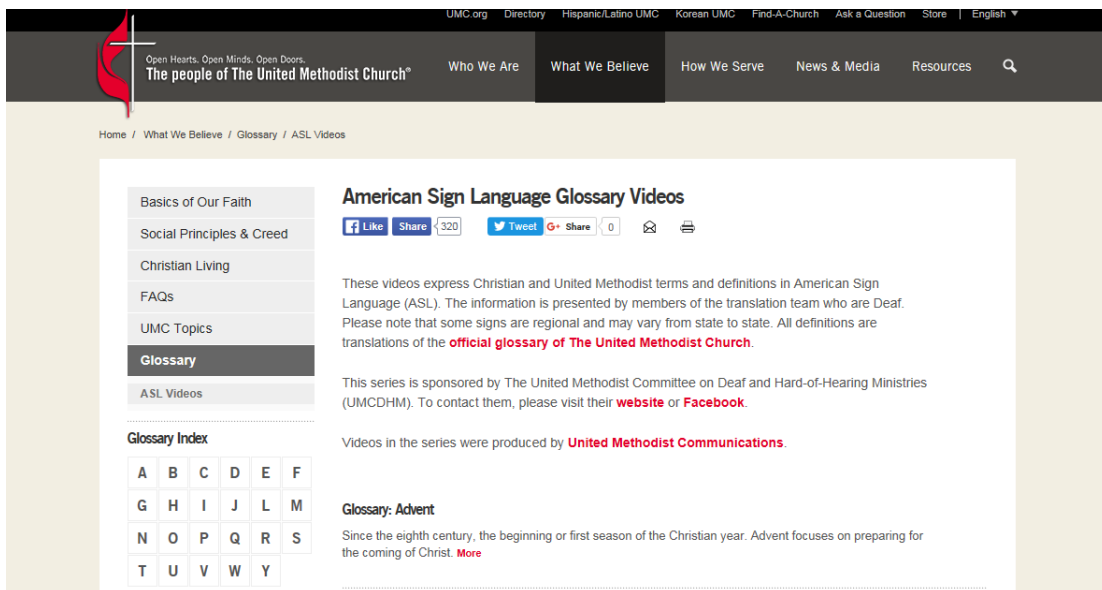
www.joniandfriends.org

Show Videos During Worship



The disability awareness video by the Commission on Disability Concerns.

<https://www.youtube.com/watch?v=pJ9H4iYJj0I>



Show some ASL signs (sign language) from the UMC website to teach to the congregation.

<http://www.umc.org/what-we-believe/glossary-american-sign-language-videos>