

Disability Awareness Guide

Tacoma Area Coalition of Individuals with Disabilities



“Promoting the independence of individuals with disabilities”

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Partners who helped make this booklet possible:

Outdoors for All
Tacoma Area Literacy Council
Center for Independence
Washington Pave
Hearing, Speech and Deafness Center
Brain Energy Support Team
Pierce Count Accessible Voting Advisory Committee

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Purpose statement

Every person, regardless of gender, age, sexual orientation, race, religion, creed or ability, deserves to be treated with dignity and respect. It is our hope that after reading this manual and/or taking our training, your newly found education and awareness will help you to treat all people the way you would like to be treated, and that is with respect.

As you become more knowledgeable about disabilities, you can be more effective working or communicating with people with disabilities. However, a person is a person first, not a condition or a feature. Any reference to a person's appearance, features, religion, age, gender, ability, etc, is appropriate only when the reference is pertinent to the conversation.

This awareness manual is not meant to cover every aspect of every disability. Rather, the information presented here describes some of the typical ways of interacting with people with certain disabilities. However, there is no such thing as a "typical person." Reading this can only help you understand the general nature of a person's disability with some general ideas of how you might treat, talk to or work with people with various disabilities. We have provided some reference sources in the manual to aid further inquiry.

Thank you for taking the time to pursue your interest in this subject.

Disability defined

Who is considered an individual with a disability?

Any person who has a physical, sensory, developmental or mental difficulty that substantially limits one or more major life activities; has a record of such difficulty; or is regarded as having such difficulty.
(ADA Definition)

There are an estimated 54 million Americans with one or more disabilities living in the United States. With our general population living longer and the added phenomena of the baby boomers, this sector of the population is increasing rapidly. Additionally, some 13 million people become temporarily disabled each year. People with disabilities are the largest minority group in our country. It includes people of all genders, from all religious, ethnic, and socioeconomic backgrounds and is the only minority group that any American can join in the split second of an accident or illness.

Your attitude can make a big difference. One of the most difficult barriers people with disabilities face is negative attitudes and perceptions by other people. Sometimes these attitudes are deep-rooted prejudices, based on ignorance and fear. Sometimes they are just unconscious misconceptions that result in impolite or thoughtless acts by otherwise well-meaning people. Many of us grew up in a time

when we were taught to look away when we saw a person with a disability. With the passage of the Americans with Disabilities Act, our society is learning to welcome people, regardless of disability, into the mainstream as productive and valuable individuals.

View this manual as a starting point for those who want to increase their knowledge. The federal government has disability related information and resources available to all at www.Disabilityinfo.gov. The National Organization on Disability (NOD) carries the latest on disability related news, information and resources. The council for Disability Awareness has more information and links to many other Web sites. Visit them at www.disabilitycanhappen.org. Further resources are listed at the back of the book.

A handicap has been defined as an obstacle which society imposes on a person with a disability, e.g., inaccessible transportation or buildings, no signage, etc. Although federal legislation has been passed to change these societal conditions for people with disabilities, the government cannot legislate morality, values, or feelings. Persons with disabilities should be perceived as and are valuable, participating members of society.

People with disabilities want the same things all community members desire: dignity, respect, and the opportunity to participate fully in community life. People with disabilities go to school, get married, work, have families, do laundry, shop for groceries, laugh, cry, pay taxes, get angry, have prejudices, vote, and dream like everyone else.

General disability etiquette



In general

“Disability is a natural condition of the human experience.” The U.S. Developmental Disabilities Act and the Bill of Rights Act, 1993

- A person who has a disability is a person—like anyone else.
- Avoid terms that imply people with disabilities are overly courageous, brave, special, or superhuman.
- Do not patronize or talk down to people with disabilities.
- Keep a sense of humor and a willingness to communicate.
- Be patient, positive, and flexible, not only with the person with the disability, but with yourself. Frustration may come from both sides of the conversation and needs to be understood and dealt with by both parties.
- Do not leave a person with a disability out of a conversation or activity because you feel uncomfortable or fear that he/she will feel uncomfortable. Include him/her as you would anyone.
- Do not focus on the disability, but on the individual and the issue at hand.
- Remember, people with disabilities are interested in the same topics of conversation as non-disabled people.
- As with all etiquette issues, when mistakes are made, apologize, correct the problem, and move on.
- Ignore guide dogs or other service animals. Do not pet them. They are working and need to concentrate on their job.
- If, for whatever reason, you cannot assist in the way that is asked, be open in discussing this with the person with the disability. You have a right to set limits on what you can and cannot do.
- Talk about the disability if it comes up naturally, without prying. Be guided by the wishes of the person with the disability.

In the workplace:

- 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 acceptable.

For those who cannot shake hands, touch the person on the shoulder or arm to welcome and acknowledge his or her presence.

- It is important to make eye contact whenever possible. If you do not understand someone, ask the person to repeat it. If the person doesn't understand you when you speak, try again.
- If you meet a person who may be HIV positive or has been diagnosed with AIDS, shake his or her hand as you would anyone else. You can't get AIDS by touching.
- When planning a meeting or other event, try to anticipate specific accommodations a person with a disability might need. If a barrier cannot be avoided, let the person know ahead of time.
- Do not park in a disabled parking space unless you have the proper identification and have a disability that allows you to park there.
- 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.
- Call a person by his or her first name only when extending that familiarity to all others present.
- People are not conditions. Do not label them with the name of the condition or as part of a disability group. We don't say "the cancerous" nor should we say "the blind."
- Give your undivided attention to someone who has difficulty speaking. Ask short questions that require short answers.
- Do not pretend to understand if you don't. Say, "I'm sorry, I don't understand what you are saying, could you repeat that please?"
- Be aware that you are in contact with many people with hidden disabilities such as heart disease, back injuries, mental illness, or such conditions as AIDs, Hepatitis C, Lupus, and Cancer on a daily basis.

At home or anywhere:

- Avoid asking personal questions about an individual's disability. If you must ask, be sensitive and show respect. Do not probe if the person declines to discuss it.
- It is inappropriate to show dismay at the cause or effects of a person's disability.
- Be considerate of the extra time it might take for a person with a disability to get things said or done. Let the person set the pace.
- Use a normal tone of voice when extending a verbal welcome.
- Encourage your child to talk to people with disabilities. Children are very accepting. Scolding a curious child may make them think having a disability is "wrong" or "bad." Most people with disabilities won't mind answering a child's question.
- Rearrange furniture if there is something blocking the way.
- When talking to a person with a disability, look at and speak directly to that person, rather than through his or her companion or interpreter.
- When dining with a person who has trouble cutting meat or buttering rolls, offer to help.

Deaf and hard of hearing



In general

Recognize there are differences between being deaf and hard of hearing.

People who are deaf:

- Are a linguistic and cultural minority.
- Usually learn American Sign Language (ASL) as their first language when they are deaf since birth or become deaf at an early age.
- Have various educational backgrounds and their English skills may vary.
- Prefer to be called “deaf.” “Hearing Impaired” implies that there is something wrong with them.

People who are hard of hearing:

- Experience hearing loss as a disability.
- Have some usable hearing.
- May benefit from assistive technology.
- May or may not use sign language.
- May hear sounds but not words.

In the workplace:

- Provide appropriate accommodations for all meetings and trainings such as interpreters, Communication Access Realtime Translation (CART), or assistive listening devices.
- Written notes may help communication. However, English may be a second language and the individual may not be proficient in writing.
- Use appropriate communication protocol in group settings like one speaker at a time and raising hands to be identified before speaking.

- Write out any changes in meeting times, special assignments, etc.
- Use hands-on demonstration whenever possible in training situations. Like anyone, people who are deaf learn quickly by 'doing'.
- Use visual aids when possible. Point to an object. Make a booklet of common needs.
- If a person has an American Sign Language (ASL) interpreter or captioner:
 - Look directly at the person you are speaking to, not the interpreter or captioner.
 - Use the words "I" and "you" rather than "tell her" or "ask him."
 - Understand the interpreter/captioner is neutral, and does not interfere, advise or interject personal opinions.
 - Interpreters must interpret everything they hear and will keep it confidential.
- Learn how to use the relay service to contact people who are deaf or hard of hearing who use a TTY, videophone or captioned telephone for communication.

At home or anywhere:

- To facilitate conversation, offer visual cues, especially when more than one person is speaking.
- Before speaking to a person who is deaf or hard of hearing:
 - Get his/her attention by tapping their shoulder or waving your hands.
 - Empty your mouth.
 - Look directly at the person you are speaking to.
 - Keep your mouth visible.
 - Use body language and facial expression to enhance communication.
 - Speak clearly and normally or slightly slower than normal pace.

- If you are having trouble making yourself understood, use these repair strategies:

Repeat your sentence.

Simplify your sentence.

Rephrase.

Say one important key word.

- Use common gestures to get your point across.
- Use facial expression to facilitate understanding
- Not all persons with a hearing loss can read lips

Only 30-35% of the English language is visible on the lips.

Lipreaders will depend on audible and visual clues and context to fill in the rest

- Additional considerations for people who are hard of hearing

Get the person's attention and look directly at them before speaking.

Saying a person's name before you begin speaking can also help.

Do not shout at a person who is hard of hearing. Shouting actually distorts sounds and inhibits lip reading.

Arrange for people who are hard of hearing to sit near the speaker in a presentation.

A noisy, dark or overly bright environment, or people talking simultaneously will make it difficult for people with hearing loss to participate in conversation.

Be aware that background noise makes hearing and conversation more difficult.

- Visual alerts

Smoke alarms that are visible with flashing lights may be available from your local fire department.

"Visual" doorbell and telephone alerts and other equipment can be found online.

Speech difficulty



In general:

- The presence of speech difficulties does not always mean an individual has a cognitive challenge.
- Do not be afraid to communicate with someone who uses an alphabet board or a computer with synthesized speech.
- Ask the person to write a word if you are not sure of what they are saying.

In the workplace:

- Listen attentively when you're talking to a person who has speech difficulty.
- Exercise patience rather than attempting to speak for a person with speech difficulty.
- When necessary, ask short questions that require short answers or a nod or a shake of the head.
- Pay attention, be patient, and wait for the person to complete a thought. Do not finish for them.

At home or anywhere:

- Keep your manner encouraging rather than correcting.
- Never pretend to understand if you are having difficulty.
- Repeat what you think you understand.

Limited reading and writing skills



In general:

- Research has shown that there may be no correlation between intelligence quotient and the inability to read and write. Indeed, high functioning, intelligent people can display reading and writing difficulties.
- Do not belittle or think less of someone because of such a difficulty.

In the workplace:

- Use pictures, diagrams and flow charts to enhance comprehension.
- Refer the person to a literacy organization, and make time for improving language skills.
- Employ a buddy system to ensure written material meets criteria.
- Adapt the technology used; for example, obtain talking software for computers and calendars, or provide “reading pens.”
- Maintain the confidentiality of employees with low-reading skills.

At home or anywhere:

- Offer to assist someone who is having reading/writing difficulty.
- If they decline your assistance, be sure to listen.

ESL

English as a second language



In general:

- Pay close attention to what the person is telling you.
- Speaking louder to be understood will not promote communication.

In the workplace:

- Ensure oral instruction is easy to follow.
- Issue written instructions in easy-to-read formats.
- Use pictures, diagrams and flow-charts to explain processes.
- Provide translation dictionaries and software.
- Provide time and resources for employee to study English on the job.
- When possible, use a bilingual employee to work with the ESL employee(s) to check comprehension and written work.

At home or anywhere:

- Keep your manner encouraging rather than correcting.
- Never pretend to understand if you are having difficulty.
- Repeat what you think you understand.
- Encourage and compliment progress in assimilating English.

Blind and partially sighted



In general:

- Do not be embarrassed if you happen to use accepted common expressions such as “See you later.” that seem to relate to the person’s disability.
- When conversing in a group, give a vocal cue by announcing the name of the person to whom you are speaking.
- Do not hesitate to use the word “blind” in the presence of a blind person.
- Most persons who are considered blind have some sight, rather than no sight at all.
- Many persons who are blind are mobile and independent.
- While some persons who are blind can use Braille, the majority do not.
- Be descriptive when giving directions. Saying “over there” has little meaning to a person who has partial sight or blindness. “Four doors after turning right at the elevator” is information that is more helpful.

In the workplace:

- As you enter a room with a person who is blind, describe the layout and location of furniture, etc.
- Be as specific as possible when describing the location of objects. (There is a chair three feet from you at eleven o’clock.)
- Always identify yourself when entering a room where a blind person is.
- Never leave a door ajar, keep corridors clear of clutter for people who are blind.
- A person who is blind may not realize you extended your hand. Say, “I’d like to shake your hand.”
- Make sure you let a blind person know when you are leaving them so that they will not suffer embarrassment upon the discovery that they have been talking to themselves.

- When walking with a blind person, always let them take your arm. In situations where this cannot be done, such as walking through narrow passages, you should extend one hand backwards so that the blind person may grasp it and follow in your footsteps.
- Some people who are blind use a “clock” reference for things directly in front of them such as a meal. For instance, the water glass is at 3 o’clock.
- Tell people who are partially sighted or blind if you have brought new items into his or her environment; describe what they are and where you put them.
- Persons who are blind have a long history of being patronized. However, they enjoy the same intelligence as the rest of the population.

At home or anywhere:

- If you are eating a meal with a person who is blind, explain where dishes, utensils, and condiments are located on the table.
- Use alternate formats for written or printed material, i.e. large size fonts.
- If you hand someone something to drink who is blind, take his or her hand and guide it to the glass.
- Guide dogs are working dogs. Do not interrupt their work by petting them or playing with them.

Users of mobility aids



In general:

- A wheelchair, scooter or walker is like a bicycle or an automobile; it is a personal assistive device that helps someone move around.
- When talking with a person in a wheelchair for more than a few minutes, use a chair whenever possible in order to place yourself at the person's eye level to facilitate conversation to spare both of you a stiff neck.
- Don't move a wheelchair, crutches, or other mobility aids out of reach of a person who uses them.
- Never patronize people using wheelchairs by patting them on the head or shoulder.
- When addressing a person who uses a wheelchair, never lean, push, or hold onto a person's wheelchair. The chair is part of the space that belongs to the person who uses it.

In the workplace:

- Be aware of clear paths of travel for people who use wheelchairs or are blind.
- Never start to push a wheelchair without first asking the occupant if you may do so.

At home or anywhere:

- It's ok to invite a wheelchair user to go for a walk.
- Rearrange furniture or objects to accommodate a wheelchair user before the person arrives.
- If you are uncertain, ask the individual what is needed to facilitate ease of movement.
- When pushing a person in a wheel chair, be sure to let them know you are letting go of his or her chair by saying, "You've got it now." or "I'm letting go now. You are on your own."

Chemical sensitivity



In general:

- A person with chemical sensitivity may have a reaction to smoke, perfume, cleaning products, or other forms of toxins in the environment.
- You may not be able to detect anything in the air, but a person with sensitivity will notice.

In the workplace:

- Ask employees not to wear perfume to work.
- Even some shampoos, lotions or makeup could be uncomfortable to a person who is very sensitive.

At home or anywhere:

- Ask if your perfume is bothering an individual. If so, wash it off.
- Remember that clothes absorb scents and odors. Even if you wash it off your skin, there may be scent left on your clothing.

Mental health



In general:

- Mental illness is not a single disability, but any one of many disabilities that impact peoples' behavior and ability to function on a day to day basis.
- People with mental health challenges need to be treated with dignity and respect, even when their speech or behavior seems a little off to you. Even a psychotic person understands when they are being treated rudely or in an inconsiderate manner.
- Do not assume that a person with mental health challenges is dangerous. Statistically, it is not true; in fact, people with mental illness are no more "violent" than the general population. The only case where people with an acute mental illness might be statically more likely to be violent is when they are experiencing a thought disorder (delusions, hallucinations, difficulty processing information) and are abusing substances.
- Be friendly and calm in your communications. People with mental health challenges occasionally overreact to authority and control.
- If a person does not make eye contact, it might be a result of his or her invisible disability, not lack of attention or disrespect of you.

In the workplace:

- People with mental health challenges can ask for accommodations so they can work.
- People with mental health challenges are often great assets to a company because they think about things differently.
- If a person who works with you discloses his or her mental health disability, be patient and supportive and do not be afraid.
- It is okay for supervisors of people with a mental illness to provide coaching about what constitutes acceptable behavior in the workplace.
- People with a mental illness should not get away with rude or intimidating behaviors, just because of their mental illness.

At home or anywhere:

- Do not remind a family member to take his or her medicine unless they have asked you for help.
- Criticism does not help. It only makes things worse. Find a supportive way to communicate, especially if there are areas that need to be addressed to ensure that health and safety needs are met.
- People with mental health challenges need acceptance just like everyone else.
- People with substance use disorders can present the same kinds of behaviors, and the suggestions above apply to them as well.

Cognitive disability or brain injury



In general:

- Keep your communication simple. Rephrase comments or questions for better clarity.
- Some inattention is likely to occur. Do not be offended.

In the workplace:

- Allow the person time to tell or show you what he/she wants.
- Do not assume the person is not listening just because you are getting no verbal or visual feedback. Ask them if they understand or agree.
- Provide a private room with minimal distractions when possible.
- Use pictures, graphics and flow charts to explain actions required. Model what must be done to complete an action.
- Use technology such as computer alarms for items due.

At home or anywhere:

- Stay focused on the person as they respond to you.
- Relax and take your time.

For employers

The biggest barriers to employment for people with disabilities are attitude barriers such as ignorance, stereotyping, fear of someone different, or not seeing past the disability. Do not be afraid to discuss a person's disability with him or her in an interview if they bring it up. A person's qualifications, experience, education, work history, general ability and experience in doing the job are still the main topics to consider in an interview.

When hiring people with disabilities

Do's:

- Learn where to find and recruit people with disabilities.
- Learn how to communicate with people who have disabilities.
- Write job descriptions that identify the essential functions of the job.
- Ensure requirements for medical exams comply with the Americans with Disabilities Act (ADA).
- Relax and make the applicant feel comfortable.
- Provide reasonable accommodations that the qualified applicant will need to compete for the job.
- Treat an individual with a disability the same way you would treat any applicant or employee, with dignity and respect.
- Know that among those protected by the ADA as a qualified individual are persons who may have AIDS, cancer, traumatic brain injury, deaf, blind, learning disability or developmental delay.
- Make forms accessible to people with visual or cognitive disabilities.
- Install flashing alarms/signals so they are accessible to people with hearing disabilities.
- Develop procedures for maintaining and protecting confidential medical records.

Don'ts:

- Do not ask disability related questions on your application.
- Don't assume that persons with disabilities are unemployable.
- Don't assume that persons with disabilities lack the necessary education and training for employment.
- Don't assume that persons with disabilities do not want to work.
- Don't assume that alcoholism and drug abuse are not real disabilities or that recovering drug abusers are not covered by the ADA.
- Don't ask if a person has a disability during an employment interview.
- Don't assume that certain jobs are more suited to persons with disabilities.
- Don't hire a person with a disability who is not qualified to perform the essential functions of the job even with reasonable accommodation.
- Don't assume that your current management will need special training to learn how to work with people with disabilities.
- Don't assume that the cost of accident insurance will increase as a result of hiring a person with a disability.
- Don't assume that reasonable accommodations are expensive.
- Don't assume that you don't have any jobs that a person with a disability can do.
- Don't assume that your workplace is accessible.

The following are some of the pre-employment inquiries that are specifically prohibited according to technical guidance provided by the Equal Employment Opportunities Commission. (EEOC)

You may not ask during pre-employment:

- Have you ever had or been treated for any of the following conditions or disease? (Followed by any list of conditions or diseases.)

- Please list any conditions or disease for which you have been treated in the past 3 years.
- Have you ever been hospitalized? If so, for what condition?
- Have you ever been treated by a psychiatrist or psychologist?
- Have you ever been treated for any mental condition?
- Is there any health-related reason you may not be able to perform the job for which you are applying?
- Have you had a major illness in the last 5 years?
- How many days were you absent from work because of illness last year?
- Do you have any physical defects which preclude you from performing certain kinds of work?
- Are you taking any prescribed drugs?
- Have you ever been treated for drug addiction or alcoholism?
- Have you ever filed for worker's compensation insurance?
- An applicant, who has a visible disability (for example, uses a wheelchair or a guide dog, or has a missing limb) or has volunteered information about a disability, may not be asked questions about the following:

The nature of the disability.

The severity of the disability.

The condition causing the disability.

Any prognosis or expectation regarding the condition or disability.

Whether the individual will need treatment or special leave because of the disability.

People first language guidelines

When referring to a person’s disability, use people first language.

People first language	Labels not to use
People with disabilities	The handicapped; the disabled
A person with a cognitive disability; person with an intellectual disability	The mentally retarded; retard; Mental Retardation
They have autism, Asperger syndrome	Autistics; Aspies
She has Down Syndrome	Down’s kid; mongoloid
He has a learning disability	Learning disabled; slow learner
I am Deaf, hard of hearing	Deaf and dumb, deaf mute
She has a physical disability She has a mobility disability	Crippled; invalid; victim of; stricken with; suffers from; afflicted with; impaired
He has low vision; he is blind	The blind, the impaired
She has an emotional disability; psychiatric disability	Emotionally disturbed; crazy; psychotic
He uses a wheelchair	Wheelchair bound; confined to a wheelchair
A person without a disability	Normal person; whole person
He receives special education services	Special education kid
Congenital disability	Birth defect
Accessible parking, bathrooms, etc.	Handicapped parking, bathrooms, etc.
She needs support for...	She has a problem with...

Reminders:

- Do not refer to a person’s disability unless it is relevant.
- Use disability rather than handicap or impairment to refer to a person’s disability. Handicap can have a derogatory sense because it comes from long ago when there were no social services. People with disabilities who could not work were forced to beg for money, holding their cap in their hand.
- Avoid negative or sensational descriptions of a person’s disability.
- Do not use “normal” to describe people without disabilities; instead say people without disabilities, if comparisons are necessary.
- People with disabilities have very diverse abilities and characteristics. Avoid making assumptions or generalizations about their level of functioning.
- Do not describe people with disabilities who excel as overly courageous, brave, special, or super human.
- Specific disability-related information may be confidential.

For more information

Organizations serving all disabilities

Tacoma Area Coalition of Individuals with Disabilities (TACID)
Promoting the independence of people with disabilities
253-565-9000
www.tacid.org

Center for Independence (CFI)
Resources for people living with disabilities
253-582-1253
www.centerforindependence.org

Outdoors For All
Outdoor activities for people with disabilities
1-206-838-6030
www.outdoorsforall.org

Job Accommodation Network (JAN)
1-800-JAN-7234

ADA Technical Assistance Line
1-800-949-4232 voice
1-503-418-0296 TTY

The Initiative for Washington State and ADA
Hotline
1-206-343-0881 ext 119

Disability Rights of Washington
1-800-562-2702 voice
1-503-418-0296 TTY

Department of Vocational Rehabilitation Tacoma Office
253-983-6500

TTY Washington Relay Service
A voice caller may use 1-800-833-6384
ATTY caller may use 1-800-833-6388

The National Organization on Disability
www.Nod.org

The Council for Disability Awareness
www.disabilitycanhappen.org

The Federal Government
www.DisabilityInfo.gov

Disability specific organizations

Blind and partially sighted

Department of Services for the Blind
1-800-552-7103

Washington Talking Book and Braille Library
1-800-542-0866

Guide Dogs for the Blind
1-800-295-4050
www.guidedogs.com

TACID Blind Independent Living Program
253-565-9000 X 11

Cognitive disabilities and brain injury

Brain Energy Support Team
253-426-5735

Mental health issues

The National Institute of Mental Health
www.NIMH.nih.gov

The Depression and Bipolar Support Alliance
www.DBSAlliance.org

The Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Greater Lakes Mental Health
253-584-8933

Mary Ellen Copeland's Organization
www.mentalhealthrecovery.com

The National Alliance on Mental Illness
www.NAMI.org

TACID – Mental Health Resource Center
253-565-9000 x20
www.tacid.org

Deaf and hard of hearing

Deaf Services (Office of Deaf and
Hard of Hearing)
1-360-902-8000
www1.dshs.gov/hrsa/odhh/interpint.shtml

Hearing Speech and Deafness Center
253-475-0782 Voice
253-474-1748 TTY
Tacoma@hxdc.org

American Speech, Language and Hearing
Association (ASHA)
1-800-656-4676
www.asha.org

ASL Professionals – Interpreter Referral
Service
253-759-7653 TTY/Voice

All Hands Community Interpreting Services
Interpreter Referral Service
1-888-897-8300 TTY/Voice

Thank you for reading our Disability Awareness Manual. It is our hope that it will encourage and educate those in our community to include people with disabilities in all aspects of our society, be that social, recreational, or employment related.

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Individuals with Disabilities

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