



# Huntington District

Special Emphasis Program  
Committee

## Disability Etiquette Handbook

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US Army Corps of Engineers



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## People With Disabilities

People with disabilities are not conditions or diseases. They are individual human beings. For example, a person is **not** an *epileptic* but rather a *person who has epilepsy*.

First and foremost they are people. Only secondarily do they have one or more disabling conditions. Hence, they prefer to be referred to in print or broadcast media as **People with Disabilities**.

In any story, article, announcement or advertisement, "people with disabilities" should be used either exclusively or, at a minimum, as the initial reference. Subsequent references can use the terms "person with a disability" or "individuals with disabilities" for grammatical or narrative reasons. In conclusion, the appropriate and preferred initial reference is "people with disabilities."

Please refer to the [Glossary of Acceptable Terms](#) for a complete listing of acceptable terms and appropriate applications.

### Distinction between Disability and Handicap

A **Disability** is a condition caused by an accident, trauma, genetics or disease which may limit a person's mobility, hearing, vision, speech or mental function. People may have one or more disabilities.

A **Handicap** is a physical or attitudinal constraint that is imposed upon a person, regardless of whether that person has a disability. Webster's Ninth New Collegiate Dictionary defines handicap as "to put at a disadvantage."

#### Example:

Some people with disabilities use wheelchairs. Stairs, narrow doorways and curbs are handicaps imposed upon people with disabilities who use wheelchairs.

People with disabilities have all manner of disabling conditions:

- mobility and physical impairments
- blindness and vision impairments
- deafness and hearing impairments
- speech and language impairments
- mental and learning disabilities

## **Attitudinal Barriers**

People with disabilities face many barriers every day from physical obstacles in buildings to systemic barriers in employment and civic programs. Yet, often, the most difficult barrier to overcome is attitudes other people carry regarding people with disabilities. Whether born from ignorance, fear, misunderstanding or hate, these attitudes keep people from appreciating and experiencing the full potential a person with a disability can achieve. People with disabilities encounter many different forms of attitudinal barriers, which include:

- Inferiority
- Pity
- Hero Worship
- Ignorance
- The Spread Effect
  - Assumption that an individual's disability negatively affect other senses, abilities, or personality traits, or that the total person is impaired
- Stereotypes
- Fear

## Important Legislation

**The Americans with Disabilities Act was signed into law on July 26, 1990 and the Rehabilitation Act became law in 1973. The purpose of these laws is to:**

Provide clear and comprehensive national mandate to end discrimination against individuals with disabilities.

Provide enforceable standards addressing discrimination against individuals with disabilities.

Ensure that the federal government plays a central role in enforcing these standards on behalf of individuals with disabilities.

The term **disability** is defined as a physical or mental impairment that substantially limits one or more of a person's major life activities, a record of such impairment, or being regarded as having such an impairment.

This is the same definition used in Sections 503 and 504 of the Rehabilitation Act and the Fair Housing Amendments Act.

Sections 501 and 505 of the Rehabilitation Act of 1973 prohibit discrimination against qualified individuals with disabilities who work in the federal government. Title I and Title V of the Americans with Disabilities Act of 1990 (ADA) prohibit employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments. Both guarantee equal opportunity for individuals with disabilities in:

- employment
- public accommodations
- transportation
- state and local government services
- telecommunications

The Rehabilitation Act of 1973 Sections 501 and 505 can be found here:

<http://www.eeoc.gov/policy/rehab.html>

The Americans with Disabilities Act of 1990, Titles I and V can be found here:

<http://www.eeoc.gov/policy/ada.html>

## Reasonable Accommodations in the Work Place

Reasonable accommodations enhance the opportunity for qualified persons with disabilities who may not otherwise be considered for reasons unrelated to actual job requirements to be or remain employed. The purpose of providing reasonable accommodations is to enable employers to hire or retain qualified job candidates regardless of their disability by eliminating barriers in the work place.

According to the Department of Justice government-wide regulations, section 41.53, *Reasonable Accommodation*,

**A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program.**

Inquiries made of an individual about limitations in job performance must be directly related to the prospective or existing position. Accommodations are tailored for a certain job or situation that an individual is hired to perform. The law requires that each person with a disability must be consulted prior to the planning and be involved in the implementation of an accommodation.

Types of accommodations include:

- assistive devices
  - teletypewriter (TTY) or telephone amplifier
  - wooden blocks to elevate desks and tables
  - large-type computer terminals and Braille printers
- reassignment
- modified work schedules
- job modifications
- relocation
- a change in the physical plant

Decisions to implement an accommodation should include making a choice that will best meet the needs of the individual by minimizing limitation and enhancing his or her ability to perform job tasks, while serving the interests of your majority work force.

For more information on reasonable accommodations in the work place, visit the Equal Employment Opportunity Commission's website at [www.eeoc.gov](http://www.eeoc.gov) or Department of Justice's website at [www.justice.gov](http://www.justice.gov).

## **Service Animals**

### **Background**

Over 12,000 people with disabilities use the aid of service animals. Although the most familiar types of service animals are guide dogs used by people who are blind, service animals are assisting persons who have other disabilities as well. Many disabling conditions are invisible. Therefore, every person who is accompanied by a service animal may or may not "look" disabled. A service animal is NOT required to have any special certification.

### **What is a Service Animal?**

A service animal is **NOT** a pet! Service animals are working tools. Do not pet them, feed them, or distract them while they are working.

### **According to the Americans with Disabilities Act of 1990 (ADA)**

A service animal is any animal that has been individually trained to provide assistance or perform tasks for the benefit of a person with a physical or mental disability which substantially limits one or more major life functions.

### **Service Animal Access**

The civil rights of persons with disabilities to be accompanied by their service animals in all places of public and housing accommodations is protected by the following Federal laws:

- Americans with Disabilities Act, ADA (1990)
- Air Carrier Access Act (1986)
- Fair Housing Amendments Act (1988)
- Rehabilitation Act (1973)

### **Service Animal Etiquette**

- Do not touch the Service Animal, or the person it assists, without permission.
- Do not make noises at the Service Animal, it may distract the animal from doing its job.
- Do not feed the Service Animal, it may disrupt his/her schedule.
- Do not be offended if the person does not feel like discussing his/her disability or the assistance the Service Animal provides. Not everyone wants to be a walking-talking "show and tell" exhibit.

## Preparing For Sign Language Interpreters

The professional interpreter is always considered as an extension of and part of the event. Interpreters are part of the team meant to deliver accurate and intended messages given by the presenters or performers.

The further in advance notice is provided to the interpreter, the more prepared they will be. This process will allow the interpreter to have the proper time needed for an event and prevent "cold" interpreting. Time for preparation is essential to allow accurate dissemination of the intended messages to the audience. For instance, an interpreter needs to spend an average of 15-20 hours of practice for a 2 hour musical concert. With this in mind, the following information given to the interpreter will enhance the quality of the interpreted performance/event.

- Name and type of event.
- Name of event contact person with a phone number.
- Correct billing address.
- Clear address and directions to the event and the location where the interpreter is to check-in.
- Parking passes or information on any kind of special arrangements for parking.
- Correct spellings of all names of those speaking or performing.
- A summary of subjects that will be presented by each speaker.
- A list of any musical lyrics in advance, ideally at the time of request.
- Communication and shared information to all persons directly involved with the event regarding the arrangements for the interpreter.

If any information to be presented is other than English, a written interpretation in English will be needed in advance or an advance notice of at least 3 weeks will be needed to allow adequate time to secure an appropriate interpreter.

### **Staging:**

Ideally, the interpreter should be on stage, to the side of the presenter to enhance visibility for the deaf audience. If the interpreter cannot be on stage, they should be placed off the side of the stage on an elevated surface at chest level above the heads of the audience with a speaker placed in front of and facing the interpreter or the host may choose to provide at least 2 direct in-line headsets to microphone.

### **Lighting:**

Any time you have lights on the presenters you will also need to plan on lights for the interpreters especially if the event is inside of an auditorium or in any area of darkness. A soft light staged to encompass the interpreter is essential for the deaf viewer. Effective colors seem to be soft blue, light purple or any other soft color except BOLD white.

### **Security:**

When security is present for the event, it is advisable to remember to include securing the safety of the interpreter or to have security placed close by the interpreter performing.



## General Etiquette

Know where accessible restrooms, drinking fountains and telephones are located. If such facilities are not available, be ready to offer alternatives, such as the private or employee restroom, a glass of water or your desk phone.

Use a normal tone of voice when extending a verbal welcome. Do not raise your voice unless requested.

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, it is acceptable to touch the person on the shoulder or arm to welcome and acknowledge their presence.

Treat adults in a manner befitting adults.

- Call a person by his or her first name only when extending that familiarity to all others present.
- Never patronize people using wheelchairs by patting them on the head or shoulder.

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.

- Ask a person with a visual impairment if they would like assistance. It is not always necessary to provide guided assistance—in some instances it can be disorienting and disruptive. Respect the desires of the person you are with. If they request your assistance, allow them to take your arm at or above your elbow when your arm is bent. Walk ahead of the person you are assisting. This will enable you to guide rather than propel or lead the person. **Never grab a person who is blind or visually impaired by the arm and push or pull him or her forward.**
- Offer to hold or carry packages in a welcoming manner.  
**Example:** *May I help you with your packages?*
- When offering to hand a coat or umbrella, do not offer to hand a cane or crutches unless the individual requests otherwise.

When talking with a person with a disability, look at and speak directly to that person rather than through a companion or interpreter who may be along. Always maintain eye contact with the individual, not the companion or interpreter.

To get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, naturally and slowly to establish if the person can read lips. Not all persons with hearing impairments can lip-read. Those who can will rely on facial expression and other body language to help in understanding. Show consideration by placing yourself facing the light source and keeping your hands, cigarettes and food away from your mouth when speaking. Keep mustaches well-trimmed. Shouting won't help. Written notes may.

When addressing a person who uses a wheelchair, never lean or hang on the person's wheelchair. Leaning or hanging on their wheelchair is similar to leaning or hanging on a person and is generally considered rude. The chair is part of the personal body space that belongs to the person who uses it.

When talking with a person in a wheelchair or a person who uses crutches for more than just a few minutes, use a chair, when possible, in order to place yourself at eye level with the person to facilitate the conversation.

When greeting a person with a severe loss of vision, always identify yourself and others who may be with you. **Example:** *“On my right is Penelope Potts.”* When conversing in a group, give a vocal cue by announcing the name of the person to whom you are speaking. Speak in a normal tone of voice, indicate in advance when you will be moving from one place to another, and let the person know when the conversation is ending.

Listen attentively when you're talking to a person who has a speech impairment. Keep your manner encouraging rather than correcting. 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. Never pretend to understand if you are having difficulty doing so. Repeat what you understand, or incorporate the interviewee's statements into each of the following questions. The person's reactions will clue you in and guide you to understanding.

If you have difficulty communicating, be willing to repeat or rephrase a question. Open-ended questions are more appropriate than closed-ended questions.

**EXAMPLE:**

**Closed-Ended Question:** *I notice your company has worked with us on xyz project.*

*What did you do?*

**Open-Ended Question:** *Tell me about the types of services your company can provide.*

Do not shout at a hearing impaired person. Shouting distorts sounds accepted through hearing aids and inhibits lip reading. Do not shout at a person who is blind or visually impaired -- he or she can hear you!

To facilitate conversation, be prepared to offer a visual cue to a hearing impaired person or an audible cue to a vision impaired person, especially when more than one person is speaking.

**RELAX!** It's okay if you happen to use accepted, common expressions, such as “See you later” or “Did you hear about this” or “Gotta run!” that seem to relate to the person's disability.

## Interview Etiquette

### Scheduling the Interview

Interviewees may phone in prior to the appointment date, specifically for travel information. The scheduler should be very familiar with the travel path in order to provide interviewees with detailed information for all situations.

Make sure the place where you plan to conduct the interview is accessible by checking the following:

- Are there handicap parking spaces available and nearby?
- Is there a ramp or step-free entrance?
- Are there accessible restrooms?
- If the interview is not on the first floor, does the building have an elevator?
- Are there any water fountains and telephones at the proper height for a person in a wheelchair to use?
- If an interview site is inaccessible (e.g., steps without a ramp or a building without an elevator), inform the person about the barrier prior to the interview and offer to make arrangements for an alternative interview site.

When scheduling interviews for persons with disabilities, consider their needs ahead of time:

- When giving directions to a person in a wheelchair, consider distance, weather conditions and physical obstacles such as stairs, curbs and steep hills.
- Use specifics such as **left a hundred feet** or **right two yards** when directing a person with a visual impairment.
- Be considerate of the travel time that may be required by a person with a disability.

Familiarize the interviewee in advance with the names of all persons he or she will be meeting during the visit. This courtesy allows everyone to be aware of the names and faces that will be met.

People with disabilities use a variety of transportation services when traveling to and from work. When scheduling an interview, be aware that the person may be required to make a reservation 24 hours in advance, plus travel time. Provide the interviewee with an estimated time to schedule the return trip when arranging the interview appointment.

Expect the same measure of punctuality and performance from people with disabilities that is required of every potential or actual employee.

People with disabilities expect **equal** treatment, not special treatment.

## Conducting the Interview

Conduct interviews in a manner that emphasizes abilities, achievements and individual qualities.

Conduct your interview as you would with anyone. Be considerate without being patronizing.

If you have difficulty communicating, be willing to repeat or rephrase a question. Open-ended questions are more appropriate than closed-ended questions.

### EXAMPLE:

**Closed-Ended Question:** *You were a tax accountant in XYZ Company in the corporate planning department for seven years. What did you do there?*

**Open-Ended Question:** *Tell me about your recent position as a tax accountant.*

When interviewing a person with a speech impediment, stifle any urge to complete a sentence of an interviewee.

If it appears that a person's ability inhibits performance of a job, ask: **How would you perform this job?**

### Examples:

**Inappropriate:** *I notice that you are in a wheelchair, and I wonder how you get around. Tell me about your disability.*

**Appropriate:** *This position requires digging and using a wheelbarrow, as you can see from the job description. Do you foresee any difficulty in performing the required tasks? If so, do you have any suggestions how these tasks can be performed?*

Interviewers need to know whether or not the job site is accessible and should be prepared to answer accessibility-related questions.

## Interviewing a person using **Mobility Aids**

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

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

Here again, when speaking to a person in a wheelchair or on crutches for more than a few minutes, sit in a chair. Place yourself at that person's eye level to facilitate conversation.

## Interviewing a person with **Vision Impairments**

When greeting a person with a vision impairment always identify yourself and introduce anyone else who might be present.

If the person does not extend their hand to shake hands, verbally extend a welcome.

**EXAMPLE:** *Welcome to the Huntington District Human Resources Office.*

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

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

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

### **Interviewing a person with Speech Impairments**

Give your whole attention with interest when talking to a person who has a speech impairment.

Ask short questions that require short answers or a nod of the head.

Do not pretend to understand if you do not. Try rephrasing what you wish to communicate, or ask the person to repeat what you do not understand.

Do not raise your voice. Most speech impaired persons can hear and understand.

### **Interviewing a person who is Deaf or Hearing Impaired**

If you need to attract the attention of a person who is deaf or hearing impaired, touch him or her lightly on the shoulder.

If the interviewee lip-reads, look directly at him or her. Speak clearly at a normal pace. Do not exaggerate your lip movements or shout. Speak expressively because the person will rely on your facial expressions, gestures and eye contact. (Note: It is estimated that only four out of ten spoken words are visible on the lips.)

Place yourself facing the light source and keep your hands, cigarettes and food away from your mouth when speaking.

Shouting does not help and can be detrimental. Only raise your voice when requested. Brief, concise written notes may be helpful.

In the United States most deaf people use American Sign Language (ASL). ASL is not a universal language. ASL is a language with its own syntax and grammatical structure. When scheduling an interpreter for a non-English speaking person, be certain to retain an interpreter that speaks and interprets in the language of the person.

If an interpreter is present, it is commonplace for the interpreter to be seated beside the interviewer, across from the interviewee.

Interpreters facilitate communication. They should not be consulted or regarded as a reference for the interview.

NOTE: Many people who know sign language are neither skilled enough nor trained to function as an interpreter. For this reason, co-workers who may happen to know some sign language

should not be asked to act as an interpreter. Interpreters are professional people who render a professional service and who endorse a strict code of ethics.

### **Interviewing a person with **Mental Illness****

Use clear, simple communication. Speak directly to the person; don't speak through a companion or service provider.

Always use the same good manners in interacting with a person with a psychiatric disability that you would use when meeting any other person. Shaking hands is a universal greeting.

Make eye contact and be aware of your body language. Maintain a relaxed posture.

Listen attentively. Give verbal feedback that implies understanding.

Treat adults as adults. Don't patronize, condescend or make assumptions about their preferences.

Focus on the job you need to fill and what you expect. Give the person an opportunity to inform you of previous work experience, volunteer work or other activities.

RELAX! It's very important that you be yourself.

### **Interviewing a person who has a **Service Animal****

Allow the individual to place the service animal comfortably before beginning the interview.

Focus on the person's abilities, achievements and qualities, not the service animal.

If it appears that the service animal's presence would inhibit performance of the job, ask: **How would you perform this job?**

#### **Examples:**

**Inappropriate:** *I see you have a service dog, and I wonder what you'll do with him when....*

**Appropriate:** *As you can see from the job description, this position requires.... Do you foresee any difficulty performing the required tasks? If so, do you have suggestions on how we may accommodate you?*

## Do and Don'ts

**Do** learn where to find and recruit people with disabilities.

**Don't** assume that persons with disabilities do not want to work.

**Do** learn how to communicate with people who have disabilities.

**Don't** ask if a person has a disability during an employment interview.

**Do** ensure that your applications and other company forms do not ask disability-related questions and that they are in formats that are accessible to all persons with disabilities.

**Don't** hire a person with a disability if that person is at significant risk of substantial harm to the health and safety of the public and there is no reasonable accommodation to reduce the risk or harm.

**Do** consider having written job descriptions that identify the essential functions of each job.

**Don't** assume that your current management will need special training to learn how to work with people with disabilities.

**Do** ensure that requirements for medical examinations comply with the Americans with Disabilities Act (ADA.)

**Don't** assume that the cost of accident insurance will increase as a result of hiring a person with a disability.

**Do** relax and make the applicant feel comfortable.

**Don't** assume that the work environment will be unsafe if an employee has a disability.

**Do** provide reasonable accommodations that the qualified applicant will need to compete for the job.

**Don't** assume that reasonable accommodations are expensive.

**Do** treat an individual with a disability the same way you would treat any applicant or employee -- with dignity and respect.

**Don't** speculate or try to imagine how you would perform a specific job if you had the applicant's disability.

**Do** know that among those protected by the ADA are qualified individuals who have AIDS, cancer, who are mentally retarded, traumatically brain-injured, deaf, blind and learning disabled.

**Don't** assume that you don't have any jobs that a person with a disability can do.

**Do** understand that access includes not only environmental access but also making forms accessible to people with visual or

**Don't** assume that your work place is accessible.

cognitive disabilities and making alarms and signals accessible to people with hearing disabilities.

**Do** develop procedures for maintaining and protecting confidential medical records.

**Do** train supervisors on making reasonable accommodations.

**Do** be respectful of and compliant with a person with a disability's request or desire for assistance.

**Do** have available job descriptions in Braille or CCTV for visually impaired individual.

**Do** hire an individual if they are qualified for the position.

**Don't** make medical judgments.

**Don't** assume that a person with a disability can't do a job due to apparent or non-apparent disabilities.

**Don't** be offended if your offer of assistance is declined.

**Don't** crowd people with disabilities who have mobility impairments. Give them plenty of space when passing.

**Don't** assume all persons with visual disabilities can't read.

**Don't** hire a person with a disability because you feel sorry for that individual.

**Don't** hire a person with a disability who is not qualified to perform the essential functions of the job even with a reasonable accommodation.

**Don't** assume that you have to retain an unqualified employee with a disability.

**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** assume that certain jobs are more suited to persons with disabilities.



## Glossary of Terms

### Preferred Terms

Person with a disability.

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

People with cerebral palsy, people with spinal cord injuries.

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

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

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

### Terms to Avoid

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

Handicap, handicapped person or handicapped.  
NOTE: The terms Handicap or Handicapped are still appropriate when referring to a law or office that was set up using the words Handicap or Handicapped, as in "Handicapped Parking."

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

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

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

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

Person who has a mental or developmental disability.

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

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

Confined/restricted to a wheelchair; wheelchair bound. Most people who use a wheelchair or mobility devices do not regard them as confining. They are viewed as liberating; a means of getting around.

Able-bodied; able to walk, see, hear, etc.; people who are not disabled.

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

People who do not have a disability.

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

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

Afflicted with, suffers from. Most people with disabilities do not regard themselves as afflicted or suffering continually.  
Afflicted: a disability is not an affliction.

Person who has a mental illness or a psychiatric disability.

Psycho, nut, crazy, loony, schizo, psychiatric, schizophrenic, manic.

## Resources

### Federal Resource Agencies

Client Assistance Program  
U.S. Department of Education, OSERS  
Rehabilitation Services Administration  
400 Maryland Ave., S.W., Rm. 5156, PCP  
Washington, DC 20202-2500  
(202) 245-7533  
<http://www.ed.gov/programs/rsacap/index.html>

Equal Employment Opportunity Commission  
1801 "L" Street, NW  
Washington, DC 20507  
(800) 669-3362  
(800) 800-3302 – TDD  
<http://www.eeoc.gov/>

National Council on Disability  
1331 F Street, NW, Suite 850  
Washington, DC 20004  
202-272-2004  
202-272-2074 – TTY  
202-272-2022 – Fax  
<http://www.ncd.gov/>

Office of Personnel Management  
1900 E Street NW  
Washington, DC 20415-1000  
(202) 606-1800  
(202) 606-2532 - TDD  
<http://www.opm.gov/disability/>

Department of Justice  
Civil Rights Division  
P.O. Box 66738  
Washington, DC 20035-9998  
(800) 514-0301  
<http://www.usdoj.gov/crt/>

Job Accommodation Network  
PO Box 6080  
Morgantown, WV 26506-6080  
(800) 526-7234  
<http://janweb.icdi.wvu.edu/>

National Federation for the Blind  
1800 Johnson Street  
Baltimore, MD 21230  
(410) 659-9314  
(410) 685-5653 - Fax  
<http://www.nfb.org/default.htm>

Social Security Administration  
Office of Public Inquiries  
Windsor Park Building  
6401 Security Blvd.  
Baltimore, MD 21235  
(800) 772-1213  
(800) 325-0778 - TDD  
<http://www.ssa.gov/disability/>

### State Resource Agencies

A complete listing of State Resources can be found here: <http://www.nichcy.org/>

Kentucky

Kentucky Commission on  
Human Rights  
332 West Broadway Suite 700  
Louisville, KY 40202....  
(800) 292-5566  
(502) 595-4084 – TDD  
<http://www.state.ky.us/agencies2/kchr/>

North Carolina	<p>North Carolina Human Relations Commission          1318 Mail Service Center          Raleigh, North Carolina 27699-1318          (866) 324-7474  <a href="http://www.doa.state.nc.us/hrc/hrc.htm">http://www.doa.state.nc.us/hrc/hrc.htm</a></p>
Ohio	<p>Ohio Civil Rights Commission          1111 E. Broad Street, Suite 301          Columbus, Ohio 43205          (888) 278-7101  <a href="http://crc.ohio.gov/">http://crc.ohio.gov/</a></p>
Virginia	<p>Commonwealth of Virginia Council on Human Rights          900 E. Main Street          Pocahontas Building, 4th Floor          Richmond, Virginia 23219          (804) 225-2292  <a href="http://www.chr.state.va.us/">http://www.chr.state.va.us/</a></p>
West Virginia	<p>West Virginia Human Rights Commission          1321 Plaza East Room 108A          Charleston, WV 25301-1400          (304) 558-2616          (888) 676.5546  <a href="http://www.wvf.state.wv.us/wvhrc/">http://www.wvf.state.wv.us/wvhrc/</a></p> <p>West Virginia Division of Rehabilitation Services          Huntington District Office          2699 Park Ave., Suite 200          Huntington, WV 25704          (304) 528-5585          (304) 528-5591 - Fax  <a href="http://www.wvdrs.org/">http://www.wvdrs.org/</a></p>

**Local Resource Agencies**

Cabell-Wayne Association of the Blind  
 38 Washington Avenue  
 Huntington, WV 25701-1125  
 (304) 522-6991  
<http://cabellwayne.org/>

Occupational Disability Assessment Center  
 West Virginia Building  
 Huntington, WV 25701  
 (304) 522-0286

Goodwill Industries of KYOWVA, Inc.  
 Employment and Training Center  
 1005 Virginia Avenue  
 Huntington, WV 25704-1725  
 (304) 523-7461  
<http://www.goodwillhunting.org/>

Mountain State Centers for Independent Living  
 851 4<sup>th</sup> Avenue  
 Huntington, WV 25701-1406  
 (304) 525-3324  
<http://www.mtstcil.org/>

Region II Family Network  
940 Fourth Avenue, Suite 321  
Huntington, WV 25701  
(304) 525-0920  
(888) 711-4334  
(304) 525-0921 - Fax

Marshall University Speech and Hearing Center  
Smith Hall, Room 143  
400 Hal Greer Boulevard  
Huntington, WV 25755  
(304) 696-3640  
(304) 696-2986 – Fax  
<http://www.marshall.edu/commdis/>

TTA Dial-A-Ride  
(304) 529-7700

### **Online Resources**

Access Board - Technical Assistance on the ADA Accessibility Guidelines <http://www.access-board.gov/>

ADA Technical Assistance Program <http://www.adata.org/>

ADDitude Magazine – For People who have AD-HD <http://www.additudemag.com>

Allabilities – Links for All Abilities <http://www.allabilities.com>

American Association of People With Disabilities <http://www.aapd-dc.org>

Computer/Electronic Accommodations Program <http://www.tricare.osd.mil/cap>

Disabilities in the Yahoo! Directory [http://dir.yahoo.com/Society\\_and\\_Culture/Disabilities](http://dir.yahoo.com/Society_and_Culture/Disabilities)

Disability Information and Resources <http://www.makoa.org>

Disability Law – MegaLaw.com <http://www.megalaw.com/top/disabilities.php>

DisabilityInfo.gov <http://www.disabilityinfo.gov>

Disability Rights Education and Defense Fund (DREDF) <http://www.dredf.org>

Do2Learn <http://www.do2learn.com/sitemap>

DRM Guide to Disability Resources on the Internet <http://www.disabilityresources.org>

e-bility Disability Links <http://e-bility.com/links>

Family Village <http://www.familyvillage.wisc.edu/index.htmlx>

Prestera Center  
3375 US Route 60 East  
Huntington, WV 25705  
(304) 525-7851  
(800) 642-3434  
<http://www.prestera.org>

WV Autism Training Center  
Old Main 316, Marshall University  
400 Hal Greer Boulevard  
Huntington, WV 25755-2430  
(304) 696-2332  
(800) 344-5115  
(304) 696-2846 - Fax

Handicap Legal Rights	<a href="http://www.disabilityresources.org/LEGAL.html">http://www.disabilityresources.org/LEGAL.html</a>
Handinet Links	<a href="http://www.handinet.org/handinetwork.htm">http://www.handinet.org/handinetwork.htm</a>
Learning Disabilities Book Store	<a href="http://www.ldpride.net/ldlinks.htm">http://www.ldpride.net/ldlinks.htm</a>
Microsoft Accessibility	<a href="http://www.microsoft.com/enable">http://www.microsoft.com/enable</a>
Other Disability Sites	<a href="http://www.cqc.state.ny.us/disites.htm">http://www.cqc.state.ny.us/disites.htm</a>
Searchable Online Accommodation Resource	<a href="http://www.jan.wvu.edu/soar">http://www.jan.wvu.edu/soar</a>
Sign Language Dictionaries	<a href="http://www.itcompany.com/inforetriever/dict_sl.htm">http://www.itcompany.com/inforetriever/dict_sl.htm</a>
The International Center for Disability Resources on the Internet	<a href="http://www.icdri.org">http://www.icdri.org</a>
The Sensory Garden Project Home Page	<a href="http://beehive.thisisstaffordshire.co.uk/default.asp?WCI=SiteHome&amp;ID=9908">http://beehive.thisisstaffordshire.co.uk/default.asp?WCI=SiteHome&amp;ID=9908</a>
Untangling the Web – Disability Links	<a href="http://www.icdi.wvu.edu/Others.htm">http://www.icdi.wvu.edu/Others.htm</a>
West Virginia Developmental Disabilities Council	<a href="http://www.wvddc.org">http://www.wvddc.org</a>