SAMPLE PRESENTATION SCRIPT



Handouts

This section provides a sample script for delivering a half-day to full-day presentation covering all of the topics listed in the outline. Tailor the script to your chosen program length, content and audience.

Presentation Outline

Introduction

Success stories Legal issues Definitions and statistics

General Library Access

Building and physical environment Staff Services

Adaptive Technology

Assisting people with:
Low vision
Blindness
Hearing and speech impairments
Specific learning disabilities
Mobility impairments
Health impairments
Beginning the process of planning for adaptive technology
Getting started: a list of adaptive technology devices

Electronic Resources

Resources

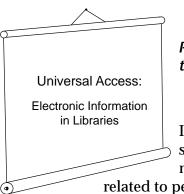
Universal design principles Accessible Web design General page design Graphical features Special features Web pages test Resources

Summary

Introduction

Distribute handouts.

- Making Library
 Resources Accessible
 to People with
 Disabilities
- Working Together: People with Disabilities and Computer Technology
- Meet the Speakers in the Videotape: Working Together: People with Disabilities and Computer Technology
- World Wide Access: Accessible Web Design
- Meet the Speakers in the Videotape: World Wide Access



Put up overhead transparency.

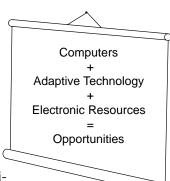
I'm here today to share with you information and issues

related to people with disabilities, electronic resources, and libraries.

Put up overhead transparency.

Recent advances in adaptive computer technology, greater reli-

technology, greater reliance on computers, and increased availability and networking of electronic information resources have resulted in lifechanging opportunities for many people with disabilities. In combination, these technologies provide many people with disabilities





better access to education, careers, and other life experiences.

Libraries play an important role in ensuring equitable access to information for all members of our society. In addition, federal legislation mandates that public institutions, including libraries, provide accommodations for people with disabilities so that they can utilize the same services and resources as other people.

What are some of the electronic resources currently in your library?

Solicit audience input to list items such as CD-ROM encyclopedias and indexes, online catalogs, WWW pages, and full-text databases.

The information covered in this presentation will provide you with tools and insights that will help ensure that these electronic resources are accessible to the broadest audience. As an extra benefit, you will find that being sensitive to the needs of people with disabilities can often make access easier for everyone.

Program Outline

Legal issues, statistics General library access

Adaptive technology

Electronic resources

Success stories

Put up overhead transparency.

Our program today will cover these five topics. To begin I

will share some success stories or examples of the impact that adaptive technology for computers and electronic resources has had for people with disabilities. Then we will consider the most important legislative directives on the issue and look at some statistics about people with disabilities. We will then consider the bigger picture of access to libraries and library services for people with disabilities. With that

background, a videotape presentation and discussion of adaptive technology for computers will bring our focus to electronic resources in libraries. The last segment of the program will include the second videotape presentation and a discussion of universal design of electronic resources applied to the development of World Wide Web pages.

Today's presentation will help you understand the impact of these technologies for people with disabilities while giving you the tools to begin implementing them in your library. Your packet of handouts is one of the tools that will help you apply the ideas presented. Let's walk through it.

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The following handouts are in your packet.

Handouts

- Making Library Resources Accessable to People with Disabilities
- Working Together: People with Disabilties and
 Computer Technology
- Computer Technology

 Meet the Speakers in the Videotape: Working Together: People with Disabilities and
- Computer Technology

 World Wide Access: Accessible Web Design
- Meet the Speakers in the Videotape: World Wide Access
- Making Library Resources Accessible to People with Disabilities
- Working Together: People with Disabilities and Computer Technology
- Meet the Speakers in the Videotape: Working Together: People with Disabilities and Computer Technology
- World Wide Access: Accessible Web Design
- Meet the Speakers in the Videotape: World Wide Access

Much of the information presented today is provided in these handouts. I will let you know which handout covers the information we are focusing on as we go through the presentation. Keep the handouts handy to save from taking duplicative notes.



Success Stories



Put up overhead transparency.

I'm going to start out today by sharing with you a few stories of people with disabilities who

are able to access information resources thanks to the availability of adaptive technology and accessible electronic resources. You'll meet them in the videotape we'll view shortly.

- Ben cannot use his hands, but muscular dystrophy doesn't interfere with his use of the Internet; he uses a voice input program that allows him to talk his way through the Net six hours a day!
- Sarah uses her library's online catalog and the Internet to research and write papers for school. Her learning disability makes it difficult for her to read so she uses a speech output system to read the screen.
- Anna is blind. She uses a screen reader and speech output system to access her library's full-text databases and CD-ROMs. Her system works well until she runs into programs not designed according to universal design principles.
- Shane surfs the Net with a small tube in his mouth. The computer obeys his every command as he inputs Morse code
 sip for a dot, puff for a dash. His cerebral palsy is only a minor inconvenience as he researches information on his

special interest, naval communication.

- Sherri is legally blind, but has enough sight to use enlarged screen images as she uses governmental resources on the World Wide Web in pursuing her master's degree in public administration.
- Katie is hearing impaired. She often uses a sign language interpreter. On the Internet, however, Katie communicates with the reference librarian quickly and easily through electronic mail.

These stories provide examples of people with disabilities who are successfully pursuing avocations, education, and careers thanks to adaptive technology and electronic resources. During our presentation today, we will be learning how to ensure that there will be many more success stories like these for people with disabilities.

Legal Issues

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Section 504/ADA

No otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.

According to Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA), "no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity."

The ADA and the regulations promulgated to implement it have stressed that people with disabilities should be provided the same

¹ 1973 Rehabilitation Act, Public Law 93:112; The Americans with Disabilities Act of 1990 (ADA), Public Law 101:336.



services as others, unless this would be less effective. The Department of Justice has stated that "Integration is fundamental to the purpose of the American with Disabilities Act." If accommodation, or an adjustment is needed to make a resource, program or facility accessible to a person with a disability, the individual's preference of accommodation must be given primary consideration.²

In short, libraries must assure that people with disabilities can participate in library programs and utilize library resources as independently as possible. And this includes electronic information resources. As legal questions about the implications of the ADA for access to electronic information resources are tested, libraries are being required to

provide access to these services.

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"Title II of the ADA requires a public college to take appropriate steps to ensure that communications with persons with disabilities "are as effective as communications with others." OCR has repeatedly held that the term "communication" in this contest means the transfer of information, including (but not limited to) the verbal presentation of a lecture, resources of the Internet."

According to decisions in recent cases on access to electronic resources, libraries in academic institutions must proactively and deliberately plan for accessibility. A recent letter from the U.S. Department of Education Office for Civil Rights noted:

Title II of the Americans with Disabilities Act requires a public college to take appropriate steps to ensure that communications with persons with disabilities "are as effective as communications with others" [28 C.F.R. ss 35.160(a)]. OCR has repeat-

edly held that the term "communication" in this context means the transfer of information, including (but not limited to) the verbal presentation of a lecture, the printed text of a book, and the resources of the Internet.

The letter continues:

Title II further states that, in determining what type of auxiliary aid and service is necessary, a public college shall give primary consideration to requests of the individual with a disability [28 C.F.R. ss 35.106(b)(2)].³

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In providing guidance on expectations for libraries in providing access to electronic resources, the letter states:

been purchased by a public library to serve non-disabled patrons, the more reasonable the expectation that it will employ technology... to serve its patrons with disabilities".

"The more technology that has

Modern adaptive technology has radically affected the degree to which it is economically feasible to make printed materials and computer based information systems accessible to blind patrons. The larger and more financially endowed the library, the higher the expectation that a greater volume of information will be made available within a shorter amount of time, particularly when reasonably priced adaptive technology is available to replace tasks that previously required personnel. An important indicator regarding the extent to which a public library is obligated to utilize adaptive technology is the degree to

² 56 Federal Register 35703.

³ United States Department of Education Office of Civil Rights Case Docket No. 09-97-2002 Letter of April 7, 1997 addressed to Dr. James Rosser, President, California State University, Los Angeles. Available http://www.rit.edu/~easi/law/csula.html. Related information is available at http://www.rit.edu/~easi/law.html.



which it is relying on technology to serve its non-disabled patrons. The more technology that has been purchased by a public library to serve non-disabled patrons, the more reasonable the expectation that it will employ technology such as scanners to serve its patrons with disabilities.4

As libraries increasingly provide electronic resources, they are legally obligated to ensure accessibility for people with disabilities.

Definitions and Statistics

So, what exactly does "person with a disability" mean?

Person with a disability = any person who:

- has a physical or mental impairment which substantially limits one or more major life activities.
- · has a record of such an impairment.
- · is regarded as having such an impairment.

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"Person with a disability" means "any person who has a physical or mental impairment which

substantially limits one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, and working; has a record of such an impairment; or is regarded as having such an impairment."

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Examples of qualifying disabilities covered by legislation

- multiple sclerosis
- muscular dystrophy
 cerebral palsy
 head injuries
 psychiatric disorders hearing impairments
 diabetes
- spinal cord injuries speech impairments specific learning loss of limbs disabilities

Examples of Disabilities

visual impairments
 cancer
 AIDS

may include, but are not limited to, spinal cord injuries, loss of limbs, multiple sclerosis, muscular dystrophy, cerebral palsy, hearing impairments, visual impairments, speech impairments, specific learning disabilities, head injuries, psychiatric disorders, diabetes, cancer, and AIDS.

The examples listed here are conditions which limit people's abilities to perform specific tasks. Some of these conditions are readily apparent; some are invisible. Some require that we provide special accommodations in the library; some do not. Additionally, some people who have conditions with the same label may have very different abilities when it comes to performing specific tasks. For example, one student who has cerebral palsy may have difficulty walking. For another student, cerebral palsy may result in no functional use of her/his hands or voice.

Now that we discussed the definition of disability according to the ADA, let's consider some statistics to gain a better understanding of this service population.

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According to surveys conducted in 1991-1992,

9.6% or 1 in 10 Americans has a severe disability that substantially limits at least one major life activity. 19.4 % or 1 in 5 Americans has a disability. 5

In addition, we can expect the number of library patrons with disabilities to increase.

1 in 10 Americans

has a severe disability that limits at least one major life activity.

⁵ "Americans With Disabilities: 1991-1992". Current Population Reports, Series P70-33. Information also available at http://www.census.gov/



Some reasons for this increase include:

The number of patrons with disabilities will increase because of: · advances in medical technology advances in adaptive technology increased awareness increased education support · older average age traumatic accidents and problematic births.

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Advances in medical technology and techniques result in greater numbers of people who survive

Improvements in technology make it possible for more people with disabilities to live independently and have productive lives for which they will want and need library resources.

Increased awareness of people with disabilities' rights to accommodations and equal opportunities in education and employment, guaranteed by 504 and the ADA, has, and will continue to encourage more people to pursue these activities and request accommodations.

The creation of federal and state mandated K-12 and higher education academic support programs helps more students with disabilities complete high school and enter college and careers. The number of students with disabilities enrolled in universities and colleges has already increased. In 1994, 9.2% of all full-time, first-time entering freshman reported a disability, up from 2.6% in 1978.6 This trend will create a greater demand for accessible information resources in academic libraries.

The aging of the baby boomer generation will cause a significant demographic shift in our society, increasing the number of people with low vision, hearing impairments, and other disabilities related to the aging process.

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65-74 25% Among people aged 18-44, 5% have a severe disability: among people aged 65-74, 25% have a severe disability; and among people aged 75-84, 42% have a severe disability. 7

<u>Age</u> 18-44 % Disabilities

5%

All of these factors are leading to increased numbers of people with disabilities who are and will be requesting services at libraries.

Summary

The purpose of this introduction is to help you understand why libraries need to be prepared to serve people with disabilities. The legal imperatives of the ADA and other laws and the expected increase of people with disabilities in our constituencies and argue strongly for immediate action. Libraries will be best prepared to serve patrons with disabilities if they strive to include them in regularly provided services. This is best achieved by using universal design principles when designing facilities, equipment, services and resources; by providing a base level of adaptive technology; and by developing a policy and procedures for handling requests for accommodation. By taking these steps the library will be better able to respond quickly to more specialized requests for accommodation.

The rest of today's presentation will help you develop an understanding of adaptive technology and of universal design principles so that you can help develop accessible services and resources for your library.

⁶ Facts You Can Use. "College Freshman with Disabilities." Information from HEATH. Vol. 14, No. 2,3 June/July 1995.

⁷ Americans With Disabilities. Bureau of the Census Statistical Brief. SB/94-1, January 1994. Bureau of the Census, U.S. Department of Commerce. Available at http://www.census.gov/