FULL SPECTRUM VISITOR SERVICES

Division of Interpretation
Western Regional Office
National Park Service

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INTRODUCTION

This training handbook provides you with materials to conduct a training workshop on Full Spectrum Visitor Services in your own park. It contains information on attitudes and awareness, agendas, sensitivity awareness activities, introductions to the Regional and Washington Offices, legislative background, a Special Populations Network, and resources for further information. The handouts on different disabilities, adapted interpretive techniques, articles from park service publications, and more, may be duplicated for distribution during your training sessions.

The National Park Service has defined "special populations" to include disabled persons, elderly people, minorities, international visitors, and children. Park visitors with disabilities are the focus of this publication.

The handbook format is open-ended. We hope that your park will add materials and resources from your own research which are relevant to the local area and staff needs. When you find outstanding articles or develop successful workshop techniques or agendas, the Regional Division of Interpretation would appreciate hearing from you so that this information may be shared with all the parks.

We would also appreciate hearing your comments about this handbook. Has it met your training needs? How can it be improved?
SPECIAL POPULATIONS TRAINING HANDBOOK

EVALUATION

1. Was this publication helpful to your staff training needs?

2. What sections were the most helpful to you?

3. What sections were the least helpful to you?

4. How could this manual be improved for other users?

5. Have you conducted a special populations workshop for your staff? How did it go? What material did you use?

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ACKNOWLEDGEMENTS

There have been many people who have helped to make this project possible.

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I. SPECIAL POPULATIONS
A. FULL SPECTRUM VISITOR SERVICES AND THE NATIONAL PARK SERVICE

"The national parks of the United States are a wondrous treasury of history and nature. As we all share the ownership and future of this national birthright, so should we all have the opportunity to enjoy and to draw strength and identity from the mountain wilderness, the wild rivers and seashores, the citadels, battlegrounds, and the places where our history was shaped, the homes of historic and prehistoric Americans, and the natural areas of desert, swamp, forest and island.

The national parks . . . should be fully accessible to all."

Cecil B. Andrus  
Secretary of the Interior  
January 1978

How we, the National Park Service respond to the demand for full service by disabled and other special population visitors has international impact. Ira Hutchison, Deputy Director, National Park Service, in an article "Full Spectrum Visitor Participation in the National Park Service" (1979) writes,

"We became the preservers and purveyors of recreational opportunities of a high order and of great variety to serve our clients — the people.

As such, we also acquired high visibility throughout the nation and, for that matter, around the world. We are pacesetters of recreational land management and innovators of programs observed and imitated around the world. . . . Edmund Burke said, "Example is the school of mankind and society will learn no other." What we do and say, the example we set, are of the greatest relevance to the success of disabled people in claiming their rights. And the right they are claiming from the National Park Service is the maximum approximation of park experience enjoyed by able-bodied visitors and provided by the service in fulfillment of its mission."

The National Park Service has committed itself in philosophy, policy, and action to Full Spectrum Visitor Participation. Our goal is to provide barrier free access to programs, facilities, opportunities, and services for all people, to the maximum extent possible.

In response to this commitment the Washington Office now has a Special Programs and Populations Division. Courses on Full Spectrum Visitor Participation are offered at the National Park Service training centers. The Denver Service Center can provide access design services and the Western Regional Office has formed a Special Populations Committee. These offices assist other divisions and parks in the following: interpreting relevant legislation; reviewing barrier free programs in planning documents, interpretive program plans, and site and facility design; and providing support and training for Special Populations Coordinators and personnel in the field.
As we work to reduce and eliminate programmatic and physical barriers, the Service is not setting aside areas and services for the exclusive use of individuals with special needs, but trying to make a representative cross section of the resources and opportunities in the park, on an equal basis available to all.

“For the most part, the visitors are not coming to parks in special buses, with nurse and aides. They are not calling ahead, fearfully, to make special arrangements except as advised to do so in our guidebooks, and for their own convenience. They are coming, in fact, with the full expectation of being treated like any other guest, and of having a great park experience. They don’t ask for any special or unwarranted privileges. If blind or deaf, they are just asking for a different kind of interpretation of park values so that they too can understand and savor these values.” (Hutchison, 1979)

People will not come to their parks if they feel unwanted, set apart, or too much trouble. People will come to enjoy the parks if they feel welcome and comfortable. With positive experiences they will return and go on to explore new parks and sites. The choice is ours to make as we respond to legislative, moral, and social demands for full service and opportunities.

B. SPECIAL POPULATIONS - AN INTRODUCTION

The rationale for the establishment of the Division of Special Programs and Populations at the Washington Office level, and the increased focus by Regions and park units on providing accessible facilities and services, lies in the history of the National Park System and stems from the massive social, economic, and cultural changes which this country has experienced since World War II.

The National Park Concept, which began at Yellowstone, has been growing and evolving since that moment of birth. Throughout most of its first century of existence, the System was composed, for the most part, of areas which were virtually inaccessible to the average citizen. For example, Rocky Mountain National Park, in 1916, was the easternmost park, and was 30 hours from Chicago. Although in the 1930's there were a variety of historic sites under our management, visits to the major parks still required a commitment, not only of time and funds, but also of effort. While the parks may have been established for all Americans, only a very few could readily make use of them - with few exceptions. This situation, subtly but markedly, affected our view, not only of the System and the Service, but also of the nature of the typical park visitor and the types of facilities and programs which would be of value to him or her.

Beginning, however, during the 1950's, a combination of factors changed this situation and challenged the ability of the Service to adapt. The expansion of the interstate highway system brought the major national parks within relatively easy access to people. Previously, Yellowstone and other parks were about as accessible to someone on the east coast as the Gates of the Arctic is now. That all changed, however. The interstate highway system opened the country to the automobile. The economic growth experienced in most segments of the population provided the wherewithal to take advantage of the opportunity, and increased leisure time provided the incentive. Families began to appear with increasing frequency at the parks. At the same time that people began coming to the parks, however, the parks began to come to the people. Especially in the period 1960–1968, the System expanded to include national recreation areas, national lakeshores, national seashores, and a variety of relatively accessible recreation type areas. Beginning in 1968, with the creation of Gateway and Golden Gate, and continuing through to the recent Santa Monica and Jean Lafitte actions, the National Park Service moved directly and prominently into the urban areas. With little advance planning, the Service was required to address conditions and needs vastly different from anything previously experienced. The System became not only the protector of the unique natural and cultural resources of this country, but also the primary recreation resource alternative to the urban masses.

What is our commitment to the visitor?

The National Park System attracts over 250 million visitors a year. Our management policy states that:

"Our stewardship encompasses making the national park experience available to every person through an expansion of their understanding of the resources and how they may be used and preserved. The Service must ensure that the barriers are removed which keep the handicapped, the disadvantaged, the elderly and minorities from visiting the parks. Service, in the full sense of that concept,"
includes information, education, accessibility to all, security, comfort and convenience, and programs which give visitors the opportunity to enhance their understanding of their heritage, environment and themselves.”

An estimated 35 million people, one-sixth of the entire population, have mental, physical, or sensory disabilities, and these Americans expect to be able to enjoy the “park experience” just as other Americans do and as past generations have. When we consider those who have less apparent disabling conditions or “invisible handicaps” such as cardiovascular problems, it is estimated that 42% of the general public could benefit by a more barrier-free environment. What these visitors are finding, however, is that we have inadvertently designed both facilities and programs with quite a different visitor in mind. Little emphasis was placed on access and accommodation of disabled persons during the early history of park construction, and the Service is deeply committed to remedying this oversight.

In its commitment to provide, to the maximum extent possible, each visitor with a comparable park experience, the National Park Service established the Division of Special Programs and Populations at the Washington Office level in 1979. The primary function of the Division is to facilitate the integration of “access policy” Servicewide so that parks provide, as a matter of routine, full spectrum visitor services. The Division addresses the issues of access and accommodation with respect to historic sites, wilderness areas, interpretation and visitor services, outdoor recreation, and transportation systems to and within park areas. The Division formulates policies and guidelines relating to special populations, provides technical assistance to park areas in eliminating programmatic and physical barriers, reviews employment opportunities within the Service for disabled individuals, recommends specialized training, and coordinates special demonstration projects.

It is the intent of the Washington Office to provide guidance and technical assistance to the regions and parks in the elimination of programmatic and physical barriers at all levels within the Service, consistent with our central mandate as stated in the 1916 Organic Act. This act sets forth the purpose of the Service to:

“... conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.”

Who Are Special Populations?

In fulfilling our goal to provide full spectrum visitor participation in our parks, it is imperative for all of us to understand the varying needs of special populations and to understand some of the common difficulties which certain groups confront daily.

Traditionally, special populations have been defined to include, but not be limited to, disabled persons. The Division of Special Programs and Populations is currently working towards refinement of this definition, so that initially our efforts focus on specific goals and objectives for improving access to facilities, programs, and services.
Because of the recent legislation relative to disabled populations, we are defining "special populations" to include the following groups of individuals:

1) Mobility disabled persons — This would include any individual who is significantly limited in his/her ability to physically move from place to place. It includes individuals who use prosthetic and orthopedic devices such as artificial limbs, crutches and wheelchairs and also individuals with cardiovascular problems or other physical problems that cause significant difficulties with mobility.

2) Developmentally and emotionally disabled persons — This would include individuals who are mentally retarded or emotionally disabled. Included in the latter category are the emotionally ill, drug and alcohol abusers and delinquent or pre-delinquent populations.

3) Sensory disabled persons — This would include persons who are visually impaired or hearing impaired, as well as persons having other speech or communication problems.

Legislation

One of the major tasks of the Washington Division has been to interpret recent legislation on behalf of disabled citizens which have impact on facilities, programs and services of the National Park Service. There are currently two specific legal mandates which directly affect the issue of access to our parks and programs. These laws have corresponding regulations which specifically address our facilities and services, and are currently being reviewed and evaluated in light of their application to operational units of the Service. Public Law 90-480, the Architectural Barriers Act, requires that all buildings and facilities constructed or renovated, in whole or in part with Federal funds, be made accessible according to specific criteria recently published by the General Services Administration.

A second broader law is Section 504 of the Rehabilitation Act of 1973. This Act, as amended in 1978, states that no otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from or be subjected to discrimination under any program or activity receiving Federal financial assistance or conducted by any Executive agency. Section 504 essentially means that any program or service provided to the general public, be also accessible to and usable by disabled persons. It does not require that all facilities be physically accessible, but only that programs being provided be accessible. In some instances, it will require some physical modifications of existing facilities, and in others, it may require adapting or modifying programs. It may call for some rewriting of brochures or informational materials in larger type or in clearer language, providing audio cassettes in conjunction with some of our ongoing programs, utilizing sign language interpreters or staff specialized in communicating with deaf or blind visitors, or simply relocating a program or service to a more accessible space or area.

In this regard, it is important to understand that Public Law 90-480 covers buildings and facilities, and that Section 504 covers programs and services. With respect to both mandates, an important point needs to be made regarding the direction of our
energies. In our efforts to overcome physical and programmatic barriers, we are not attempting to set aside areas or programs for the exclusive use of individuals with special needs, but are striving to make it possible for the disabled visitor to enjoy a representative cross section of the resources and opportunities available in parks on an equal basis with other visitors.

Accessible facilities, programs, and services will become even more critical as increasing numbers of disabled individuals visit our parks. A recent amendment to the Land and Water Conservation Fund Act extends the provisions of the Golden Passport privilege to individuals who are blind or permanently disabled. That new passport entitled the "Golden Access Passport," will be issued in the spring of 1981.

Legislation and regulations of one kind or another have been with the Service since its inception. However, we all know that legal mandates cannot "legislate" attitudes which can block or channel actions constructive to ensuring equitable opportunities as well as preserving our cultural and natural resources. Judicious planning is a key element in both cases.

Challenges

Two significant challenges face the park manager regarding physical accommodation which go beyond the concepts of architectural and transportation accessibility. One is historic preservation, the other is wilderness concerns. It is important to understand the interplay of factors with respect to historic sites and structures when changes might have to be made in order to achieve accessibility. Given the requirements of historic preservation and the limitations imposed by reasons of safety, managers have an important task in assessing the value and condition of each historic structure to arrive at suitable options for physical accommodation. With the Service's some 59 national historic sites, 92 national monuments, which include archeological ruins, and 22 national historic parks, solutions for access may be administrative or interpretive to avoid compromising the physical integrity of the site. By and large, the problem of access centers on those historic structures having floors raised above ground level and that can be reached only by steep and sometimes narrow steps. Similarly, within a structure, it is not unusual to find narrow, steep, and winding stairs such as within several buildings on Independence Square. Resolution of this has not been simple, since the kinds of "physical barriers" historic sites possess have been preserved or restored to reflect the period of their greatest historical significance. One approach has involved the rerouting of visitor traffic or beginning a guided tour at another entrance which has a temporary ramp or is at ground level. Sites such as Independence Hall in Pennsylvania, the Derby House in Massachusetts, or the LBJ Boyhood Home have used this approach. Several structures which are accessible only on the first floor have been made "interpretively" accessible with an audio-visual program display area depicting the inaccessible areas of the structure, such as the second floor. Other sites have been physically modified by the installation of a porch lift, for example at John Muir National Historic Site in California or at the Arlington House in Virginia. Elevators have been installed at the Lincoln and Jefferson Memorials as well as in some of the more challenging kinds of resources, such as at Wind Cave in South Dakota and Carlsbad Caverns in New Mexico.
Similarly, the issue of access to wilderness areas is unique and complex. The Wilderness Act and the Wild and Scenic Rivers Act, in prohibiting the use of motorized equipment and any improvements in certain areas, legislatively resolve the balancing of resource protection with visitor access. One effect is the greater burden and emphasis on non-wilderness areas to accommodate visitors. However, the creation of wilderness areas does not remove other areas of the park from the requirements for resource protection imposed by the 1916 Organic Act, although there may be increased pressure to do so.

On the other hand, implications of the 504 regulations do require us to look at methods for providing disabled persons opportunities to participate in wilderness experiences similar to those available to the general public. Consequently, the Service has studied access needs of disabled individuals in camping and other wilderness type activities. For example, in the summer of 1979, a pilot river running program was initiated at Dinosaur National Monument which proved successful enough to set up a permit system encouraging expanded use of the river by special populations. Accordingly, the Division of Special Programs and Populations promoted a Servicewide canvass of all river running operations in the System to determine other areas where programs of this nature could take place.

Interpretation of Section 504 for the Service is still in the review process. The Division of Special Programs and Populations has recently developed a working document on Section 504 which has been circulated for comment to NPS managers as well as to other agencies affected by the regulations. The document attempts to surface the most frequently asked questions about Section 504 and to provide clear definitive interpretation of its precise implications to the Park Service. This document is currently being reviewed by the Department of Justice and, following that review, will be available to the field.

Planning for Accessibility

One of the problems associated with planning for accessible programs and facilities is confusion over the term itself — "accessibility." Accessibility means different things to people with different types of disabilities. Access for one disability group may very well present obstacles for another. For those who use wheelchairs, it may mean well-packed surfaces, gradual slopes, lower fountains, and wider doors. For those who walk with difficulty, it might mean handrails, a place to sit and rest, or extra time to move about. For those who are visually impaired, it may mean contrasting, tactile, or audible information displays and warnings, someone to give directions or permission to bring a guide dog along. For hearing impaired people, it may mean visual information displays or someone to assist in the interpretation. Thus, it can be seen that accessibility could require specific physical facilities such as walks, policy decisions such as allowing guide dogs along, or providing personnel such as sign language interpreters. Solutions are complex and require a number of considerations sensitive to the different conditions that exist at each site.

(Adapted from Washington Office, Division of Special Programs and Populations; written by Wendy Ross. 1980.)
C. WHO BENEFITS FROM ACcommodation

Summary: The population benefitting from accommodation are not only handicapped individuals, but also elderly visitors and those with limiting physical conditions; all together totalling approximately 42% of the general population.

There are over fourteen million Americans who are considered handicapped. The National Center for Health Statistics estimates that an additional fifty-one million Americans have limiting physical conditions and therefore, would benefit from a more accessible environment. These figures do not include those who are elderly, obese, pregnant or temporarily disabled.

Perhaps as many as thirty percent of the visitors to historic sites could benefit from accommodation. This percentage includes visitors who are not severely handicapped, but those who may walk insecurely, lack stamina and strength or have difficulty in seeing or hearing. There could be a visitor-use increase of as much as seven to ten percent if certain accommodations are made for the severely handicapped.
Managers are encouraged to use the percentage breakdown of the handicapped population in the chart . . . to predict the annual number of potential visitors with various disabilities.

The following information describes the kinds of functional limitations distributed throughout the handicapped population:

**Total Mobility Impairments**
This term as it is used here, refers to persons who use wheelchairs. It is important to remember that many persons in wheelchairs have lost upper body movement as well as lower body movement.

The basic accessibility problems encountered by persons in wheelchairs include maneuvering through narrow spaces, going up or down steep paths, moving over unsmooth surfaces, making use of conventional toilet and convenience facilities, and reaching and seeing things placed at a conventional height.

**Partial Mobility Impairments**
This term as it is used here, refers to persons who walk with difficulty, do not have full use of their arms or hands, or who lack coordination. The kinds of impairments and their causes vary within this category but do include persons who use some mobility aid (e.g. crutches, braces), amputees, arthritic persons and those who may be partially paralyzed.

Managers should be aware of the problems partial mobility impaired persons have. They include walking, climbing steps or slopes, and standing for extended periods of time.

**Visual Impairments**
This term, as it is used here, refers to persons who are totally blind, as well as those who have lost a significant degree of normal vision.

The basic accessibility problems for visually impaired persons include maneuvering past obstacles in a path of travel, going up or down steps, reading signs and printed materials, and understanding exhibits that can be seen, but not touched.

**Hearing Impairments**
This term, as it is used here, refers to persons who are totally deaf, as well as those who are hard of hearing.

The basic accessibility problems for hearing impaired persons include understanding audio presentations, and communicating with site personnel.

**Learning Impairments**
Included here are mentally retarded individuals, those with learning disabilities and others who have difficulty comprehending written or spoken material. Managers should be aware of the need to modify interpretive materials, signs and visitor instructions so that they are simple and direct.

eliminating architectural barriers

everyone benefits

Most people think architectural barriers affect only the elderly and physically handicapped. The chart below, which shows an accurate cross-section of most communities within the United States, reveals that others are also affected by architectural barriers. At least 56% of the people in your community need barrier-free design.

In addition to this 56%, others are handicapped by architectural barriers. They include:

- bicycle riders
- shopping cart users
- parents with baby carriages
- people recovering from an accident or illness

The list goes on to include all of us at some point in life. Everyone can benefit from barrier elimination.

it's good business

Eliminating architectural barriers results in:

- fewer pedestrian accidents
- lower insurance premiums (liability, fire, workmen's compensation)
- compliance with state and federal laws
- increased eligibility for federal funding
- favorable public relations
- facilities open to and usable by everyone
- state and federal tax write-offs

interface

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II. ATTITUDINAL BARRIERS
ATTITUDINAL BARRIERS

When planning workshops for your staff it is easy to spend time exploring the physical accessibility of your park site and programs. But equally important to examine are attitudinal barriers. While we are spending a great deal of energy and funds in removing architectural and environmental barriers to disabled people, attitudes may present subtle and often greater barriers to participation in our programs.

Attitudes are positive or negative emotional reactions we have toward an object or another person. These feelings affect our beliefs, expectations and behavior in specific ways toward the subject.

"Attitudinal" barriers have been defined as a way of thinking or feeling resulting in behavior that limits the potential of disabled people to be independent individuals.

Our attitudes may place preconceived limitations to participation in employment and visitor opportunities as we plan park programs. Some attitudes commonly heard from parks and recreation personnel include:

"Why should we build a ramp into the building? I've never seen a wheelchair in the park."

"It doesn't matter if the ramp is a little too steep -- handicapped people never travel alone. They always have someone with them to help."

"If we let those kids from the state hospital come, everyone else will leave. They never act right in public, and will probably get out of control anyhow."

"I love having handicapped people come into our park. They are all so brave and inspiring, it makes me feel good just to be around them."

We often refer to someone who uses a wheelchair as the "handicapped man" or that "crippled person." In reference to an able-bodied, skilled park technician, we may say they are a "skilled interpreter." Whereas when referring to a staff member who may have a visual impairment, or who uses a wheelchair, we usually stereotype this person as the "handicapped person who is a good interpreter." What often happens is that the disability, rather than the individual becomes the primary characteristic of reference. The more obvious the disability is, the more likely the disability will become the main or starting point of our description. Even our vocabulary can contribute to the perpetuation of prejudices against disabled participants. Words like "disabled" and "handicapped" focus on lack of ability and unfitness (for normal life or enjoyment of our programs). Using labels such as "retarded," "palsied," or "crippled" reinforce the beliefs of defectiveness and increase the distance between "disabled" and "able-bodied" people.
Such attitudes frequently lead us to view disabled people as dependent and childlike, needing protection, pity, sympathy, and charity. These protective attitudes are perpetuated in the poster-child and telethon events that take place for almost every special group imaginable. As these programs perpetuate the “hopeless and dependent plight” of “victims of handicapping conditions” it becomes increasingly difficult to correct public misconceptions.

These misconceptions often result in society’s expectations of the capabilities of disabled persons being very low, and in turn, the disabled person may have low expectations of their own capabilities.

Many people are unaware of their own attitudinal barriers, and may be frightened of disabled people by their own misconceptions. Often park and recreation professionals believe that recreation for disabled people should be left to those agencies who work with these “special people.” Another fallacy is that adapting recreational programs and facilities for disabled participants is far too expensive for the few who will benefit.

There is legislation that mandates that buildings, facilities, and programs be designed to include disabled participants. Research has shown that the cost of providing accessible facilities is less than one half of one per cent of the total cost of construction.

All the legislation and barrier free design has little benefit, without appropriate education of administrative and program personnel, and the general public to eliminate attitudes which limit opportunities of self fulfillment and participation in our programs.
ATTITUDES TOWARD DISABLED PEOPLE, or
How to Avoid Being Run Over by a Power Wheelchair*

As the implementation of the accessible bus program approaches, more and more contact with the public will take place regarding this project. It occurs to me that many people have never even met a handicapped person, let alone interacted with such a person. Therefore, I decided to put down some basic information to help avoid Foot-in-Mouth disease by those who will have some direct contact with potential disabled passengers. I believe we should disseminate this memo to all concerned. While most of the following refers to disabled people, some is applicable to elderly people as well.

First, the typical movie or television portrayal is somewhat less than accurate (but then isn't it always?). Usually, we have a delightful cherub, "tragically stricken" with polio who struggles against all odds and, through force of will alone, "overcomes her handicap" and goes on to climb Mt. Everest, after, of course, having earned at least five PhD's because she had "fewer distractions" than most "normal" children. Or else we have the bitter war veteran who is finally "snapped out of it" by the plucky nurse and learns to "accept his handicap". Reality, however, is much more mundane.

Fact Number One: living with a physical handicap is far more of an enormous inconvenience than it is a tragedy. There is very little that is "tragic" about the vast majority of disabled people and very few are interested in hearing a) how sorry people feel for them or b) how courageous they are. Handicapped people are just people who happen to have a physical disability which may or may not prevent them from doing the things you do.

Which brings up a point about terminology. Much of the literature has persisted in talking about "the handicapped and the elderly". But "handicapped" and "elderly" are adjectives and we refer to people with nouns. Therefore, one should always say "handicapped people", "elderly" passengers or the like. There is also disagreement in the community about the use of handicapped v. disabled. To be on the safe side, alternate between the two terms (which you will notice I have done in this memo).

Among those who are handicapped there are many who use wheelchairs as their primary or exclusive means of mobility. However, these people are neither "confined" (locked up?) or "bound" (tied up?) to their wheelchairs. For want of a better term, the appropriate phrase is "wheelchair user," and we should modify our own materials accordingly.

Another misused term is "paraplegic." Many people, having watched The Men too often on the late show, wrongly think paraplegic is a synonym for handicapped. In fact, paraplegia is a disability resulting from a spinal cord injury causing paralysis and loss of sensation below the waist. Quadraplegia results from a spinal cord injury causing paralysis below the neck. However, there are many other physical conditions which cause people to use wheelchairs. The term paraplegic should not be used unless

*Written by Dennis Cannon, consultant to the Southern California Rapid Transit District. Used as a staff introduction to the accessible bus program, 1978.
one knows that to be the disability referred to.

Incidentally, many elderly people dislike the term "Senior Citizen" since it is another euphemism like "passed away" used to avoid talking about an unpleasant subject, in this case, growing old.

Fact Number Two: handicapped people are not sick. There is a tendency to associate disability with disease even when the condition in question is congenital. Many, if not most, disabled people are as healthy as most able-bodied people, even though they may walk with crutches or use a wheelchair. Many of us are just as lax as most people about seeing a doctor for regular routine checkups. (Two Bayer aspirins are our universal panacea and we spell relief R-O-L-A-I-D-S). Even those whose disability is due to a previous disease, such as polio, are not sick. This misconception is understandable since the most common media portrayal of people in wheelchairs is in a hospital or convalescent home (with a shawl over the knees).

Fact Number Three: disabled people are neither childlike, helpless, mentally deficient, or incompetent. This myth is generally portrayed in the "poster child syndrome" used to great effect by charities to separate you from your money. This is not to say that the money is not put to good use; it is. But the campaign relies on making handicapped children objects of pity and thus promotes some unfortunate stereotypes.

Many people have seen a wheelchair basketball game but how many are aware of wheelchair tennis, racquetball, handball, or even football ("touch" not "tackle" but some of the blocking is almost as deadly!)? How about a blind person or someone who walks with crutches skiing? And, there is a national association for wheelchair pilots.

Obviously, not all disabled people are athletic any more than all able-bodied people. There are mathematics professors who teach from a wheelchair, lawyers who debate legal technicalities from wheelchairs, blind personnel directors, deaf movie stunt performers, etc. The list is endless. Handicapped people are as diversified as the general public. Disability is an "equal opportunity" minority: it accepts anyone regardless of race, creed, sex, national origin, economics, or age.

There is also considerable misunderstanding about mental retardation. Mentally retarded people are not "stupid" any more than children are "stupid". Such people may take longer to learn something or have a more limited grasp of language than the "average" person of the same age, but a 42 year old person with a mental age of 14 thinks exactly like you did when you were 14. Intelligence like beauty is in the eye of the beholder.

Contrary to popular belief, deaf people are not "dumb". The vast majority of hearing impaired individuals can and do speak though they often do not simply because of embarrassment. Most people don't realize how hearing their own voices helps them to speak. Severe hearing impairment from birth often results in voices which sound different to us. Usually, such people have voices which are higher in pitch and difficult to understand.
Also, contrary to popular belief, lip-reading is usually not sufficient for adequate communication. Everybody, including you, reads lips to some extent but complications arise when the speaker turns away, has a moustache, a cigarette, etc. So, if you don't know sign language (some of which is easy and fun to learn, so why don't you?) speak distinctly, look straight at the person, keep things away from your mouth, and speak at a moderate speed. But don't overdo it. Unnatural enunciation is confusing (you're not Prof. Henry Higgins and she's not Eliza Doolittle).

Moreover, some handicapped people may be unable to speak clearly or may even drool. This is due to a lack of fine motor (muscle) control not intelligence. The worst possible response is to pretend you understood. It may be embarrassing to ask the person to repeat but so what? Another often repeated faux pas in this regard is, when a handicapped person is accompanied by an able-bodied person, to address all comments and questions to the able-bodied person. This is often the typical response people have toward children, always talking to parents or adult companions. However, disabled and elderly people often must contend with such insensitivity all their lives.

Having attempted to dispel some myths and change some attitudes, a final word about terminology. Never use the terms "crippled", "deaf and dumb", "victim", "invalid", or "tragic", and "patient" is reserved for use by an attending physician. Furthermore, most disabled people are tired of hearing about "sympathy" and "compassion" and how much of an "inspiration you are". Handicapped people are the new minority, interested in their rights, and are not likely to listen to people tell how they are going to "allow disabled people to participate in society".

Finally, watch your sources. When quoting other "authorities" be aware that many rehabilitation or health service agency professionals know less about disabilities than the people in your audience. Generally, avoid quoting anything from an organization whose name says "for the handicapped" as opposed to "of the handicapped" though there are some notable exceptions. The best plan: if in doubt, leave it out.

Last but not least, there are the attitudes of the disabled people themselves: There is Tiny Tim, the handicapped equivalent of Uncle Tom; there is Super Crip, the athlete, usually male, hung-up on "macho", who tries to pretend he is not handicapped; there is the person who uses his or her handicap to manipulate you by trying to make you feel sorry or guilty. Don't buy it. It is really quite simple to deal with disabled people: if you want to know something, ask; then listen to the answer; throw away all your stereotypes and assumptions; treat them with courtesy, awareness, respect; replace fear and "seriousness" with openness and humor. In short, exactly like you would treat any other human being.

Then go see Lily Tomlin's new character "Crystal." And laugh.
Stereotypes of the Disabled

People with disabilities are often stereotyped, just as are women, blacks, and other minority group members.

Handicapism refers to the stereotyping, prejudice, and discrimination that society practices toward people who have disabilities. Handicapism is prevalent in education, employment, literature, the mass media, architectural and transportation design and in a variety of other areas. While people with disabilities may experience some real personal limitations (e.g. not being able to hear, to see, to walk, or to reason and conceptualize as well as others), most of the limitations associated with being disabled derive from society’s response to disabilities.

The term ‘handicap’ comes from the practice of holding cap in hand, begging. The image of dependency is the root of a whole series of images of disabled people projected in children’s literature and in other media, and it is important to begin to examine these images. There are 4,725,000 disabled students enrolled in American schools, while nearly 1,000,000 school-aged, disabled children have been denied a public education. All of these children face a difficult struggle in their efforts to achieve acceptance and equality. Among the things that either discourage or encourage these children is the content of children’s literature and other popular media as it relates to disabilities. By the same token, a primary factor in shaping the attitudes of non-disabled children toward disabled people is the kind of images projected in the media they encounter.

A few books and films treat disabilities sensitively and fairly. Most do not. We have surveyed a range of films, books and stories which include the disabled and have made preliminary identification of the kinds of roles that disabled people play. This informal study has yielded a whole series of rather negative and stereotyped roles for disabled people. We want to share these roles as background for a group of activities designed to help children identify stereotypes of disabled people in media, as well as to alert adult readers to stereotyped treatment of disabled people.

The disabled as poor, pitiable, pathetic people who generally have hearts of gold and an unending need for love. This imagery appears most frequently in newspapers, often in association with charity drives for the disabled.

Authors often use a disability on one character as a device for revealing another character's goodness and sensitivity. In such cases, a disabled person is portrayed so that the main character can be seen showing love, kindness and pity toward them. The pitied disabled figure is a vehicle of pathos which authors and film makers use to elicit emotional responses from their audience. Jay Williams' children's story, Stupid Marco, calls upon the poor-bumbling-idiot stereotype to project Marco as an incompetent and dependent person with a heart of gold.

It is often said that what disabled people need most of all is love and friendship. In fact, everyone needs these things. But when this need is emphasized over and over again in portraits of disabled persons, such portraits tend to evoke pity rather than egalitarian compassion.

The disabled as evil. The sinister Captain Hook and Long John Silver have disabilities. So does the demonic and fascistic Dr. Strangelove, and the wart-nosed witch in Walt Disney's version of Cinderella. Illustrations for the Grimm Brothers' Rumpelstiltskin often depict the villain, Rumpelstiltskin, as a physically short man with a hump on his back, balding head, large nose and pointed ears. And what about Shakespeare? Exploiting people's negative perceptions of physical disability, he distorted the appearance of Richard III (who in real life was not deformed) to accentuate the repulsiveness of the king's personality.

I, that am curtail's of this fair proportion,
Cheated of feature by dissembling nature,
Deform'd, unfinish'd, sent before my time
Into this breathing world, scarce half made up,
And that so lamely and unfashionable
That dogs bark at me as I halt by them;
Why, I, in this weak piping time of peace,
Have no delight to pass away the time,
Unless to spy my shadow in the sun,
And descant on mine own deformity:
And therefore, since I cannot prove a lover,
To entertain these fair well-spoken days,
I am determined to prove a villain,
And hate the idle pleasures of these days. (Act I Sc. i)

Disabled people are frequently stereotyped as evil villains. In the movie Dirty Harry, the "ugly" and insane villain has a limp. And there is the villainous midget, Dr. Lovelace, in Wild, Wild, West. Also common are television portrayals of villains as less intelligent than their pursuers, the implication being that criminal behavior is a natural outgrowth of low intelligence. Horror movies usually associate hunchbacks and other physically deformed persons with evil, but even more particularly, with degenerate behavior. Monster men attacking defenseless white women is not an uncommon occurrence in such movies.

The disabled as outsider and as interesting scenery. In some media fiction, disabled characters are "thrown in" much as one might incorporate an unusual object in the scenery, like the television Columbo's old car or his rumpled raincoat. An example is Chester in the now dated Gunsmoke television series, who
has an otherwise marginal role in the show. Many stories and television programs include a blind musician or a blind newspaper man.

**Disabled as incompetent.** Mr. Magoo is the archetypal incompetent disabled person in children’s media. One might say he is to disabled people what Little Black Sambo is to most blacks in that he epitomizes the institutionalization of negative perceptions of disabled people. The nearsighted Magoo is portrayed as the quintessential fool because he is blissfully unaware of what the cartoons imply are his inherent limitations. Another example of the disabled-as-incompetent image is Lenny in John Steinbeck’s *Of Mice and Men*. Although Lenny has the best of intentions, his incompetence is extremely dangerous—even deadly.

**Disabled as objects of violence.** A number of stories for children place the disabled in situations wherein they are the objects of violence. Barbara Baskin, a professor at Hunter College, has found that this portrayal occurs frequently in children’s literature, e.g.*A Single Light*, by Maia Wojciechowska (1968); in *Burnish Me Bright*, and in *Far in the Day* (1972) by Julia Cunningham. Movies such as *The Last Picture Show*, *Wait Until Dark*, *One Flew Over the Cuckoos Nest*, and *Lady in a Cage*, all include this stereotyped role. Clearly, such depictions, like many others discussed here, reflect a social reality. However, the problem is that media emphasis on violent assault against disabled people reinforces popular perceptions of the disabled as totally helpless and dependent. The absence of a full range of roles for disabled people renders this type of portrayal a stereotype.

**Disabled as better than average.** Television has spawned a number of disabled heroes, each possessing an extraordinary skill that compensates for the disability. The show *Ironsides* has helped to educate viewers about architectural access issues and has demonstrated the importance of certain aids to some physically disabled people. At the same time, Robert Ironsides’ unusual mental acumen to some extent reflects the overcompensation stereotype. Longstreet, a detective who has super hearing to offset his blindness, does the same. Longstreet’s exceptional hearing is more than mere compensation for his lack of sight. His producers have endowed him with a superhuman hearing, which suggests that being disabled is to be less than fully human unless compensated for in some manner.

**Disabled as foolish.** Some stories portray a disabled fool as the brunt of others’ chicanery—for example, the Russian folktale, *The Little Humpbacked Horse*. Yet one message of this story, as with so many similar tales, is that the one presumed to be foolish inadvertently makes fools of the so-called smart, normal and devious characters in the story. This recurring theme is undoubtedly a kind of stereotype but one that results in poetic justice.

**The disabled as childlike.** Too often movies about the retarded have portrayed their disabled main characters as childlike. Even the titles of some of these films, like *Charly*, and *Larry*, evoke a childlike image. The original Daniel Keyes story, *Flowers for Algernon*, upon which the movie *Charly* was based, portrays the retarded person as a childlike, clownish character. To the author’s credit, the main character is also shown as someone who has been mistreated and wrongly conditioned (especially by professionals)—an accurate reflection of
society's molding of the retarded into childlike roles. The important point is that stories must begin to communicate to readers that retarded adults are not necessarily foot-shuffling, "gee-golly," happy-go-lucky people. Retarded adults experience the same emotions as non-disabled people, are capable of a broad range of behaviors and possess individual and complex personalities.

**The disabled as self-pitying.** Television programs frequently portray disabled people as self-pitying and promote the message that the person can make it in society if only he or she will decide to accept the challenge. Medical shows are the worst offenders in this regard. These shows, with their pollyannish views of society, basically ignore the pervasive and devastating discrimination that disabled people experience. Given the realities, a degree of self-pity on the part of disabled people may be quite functional.

**The disabled as burdens.** Augie March's brother, in Saul Bellow's *The Adventures of Augie March*, is an institutionalized retarded person who is viewed as an unfortunate burden on his family. As with so many of the stereotypes, this one reflects actual social practice, but it also promotes more gloom and pessimism about the human condition of the disabled. Another aspect of the "burden" image is the psychological burden of shame that relatives of mentally disabled people have been described as carrying in some stories. *Jane Eyre*, in which the main character's disturbed aunt is cruelly shut away in an attic, is an example. The children's book, *Summer of the Swans*, provides a positive and opposite message. The retarded child proves somewhat difficult to his sister, yet her love for him predominates.

The authors wish to express their indebtedness for the pioneering work of Bruce Dearing, Barbara Baskin, Abby Campbell Hunt, and Madeleine Cohen Oakley in the area of disability stereotypes in literature and film. They also appreciate the insights on disabilities in folktales shared by Patricia Crook.
Messages & Myths

• Is it lonely and sad to be blind?
• How do you use sign language in the dark?
• Do people tease you a lot?
• Is something wrong with your mind?
• What happens when your wheelchair gets a flat tire?

These are but a few of the many questions that children ask of disabled people. They reflect natural curiosity about other people. They also express the myths and stereotypes about people who have disabilities. All of us have grown up with expectations of how people should look and behave. Needless to say, our expectations are not always fair or accurate. We do not have any formula to ensure that children's expectations will be accurate or fair, but one thing is clear: Unless people have a range of experience with people who are in one way or another different from themselves, new contact will at first be awkward. There will be moments of anxiety, curiosity, and even fear. Our goal is to build fair and open expectations.

Children's definitions for different disabilities will give you clues to their stereotypes as well as their concerns. These definitions may reflect peer slang ("retard") and, more likely, the teachings of parents and the media. In regard to our own use of language, for example, we have purposely used the phrase "physically disabled" rather than "crippled"; while children may be more familiar with the word "crippled," it connotes pity toward people who have disabilities. Pity is something most people with disabilities do not want. Our choice of language is an important communicator of our values. The pity image is just one example. We also prefer to use the phrasing "a person with a visual impairment," rather than "a blind person"; the former seems to imply that visual impairment is only one aspect of the person, while the latter describes the blindness as the essential characteristic. Paying attention to language can have huge benefits for everyone. It's a strategy to build respect.

In order to respond effectively to the concerns that children have about disabled people, we as teachers need to know about their common assumptions and stereotypes. These concerns reflect both the ways in which people are alike and the ways in which they are different. This short questionnaire* is one way to get at the knowledge and misconceptions that children in your class may have. We offer it as a discussion prompter for issues related to disabilities. In the following paragraphs we discuss some of the myths and stereotypes embedded in answers to these questions.

*This questionnaire was adapted from one of several measures designed by the Workshop on Children's Awareness for the formative evaluation of the series, Feeling Free.
Disabilities Quiz

1. Is a person with a disability usually sick?
   YES □  NO □  NOT SURE □

2. Can a person who is blind go to the store?
   YES □  NO □  NOT SURE □

3. If someone can’t talk, do you think he’s retarded?
   YES □  NO □  NOT SURE □

4. Were people with disabilities born that way?
   YES □  NO □  NOT SURE □

5. Do you feel sorry for someone who is disabled?
   YES □  NO □  NOT SURE □

6. Can blind people hear the same as other people?
   YES □  NO □  NOT SURE □

7. If a person is retarded, does it mean that he/she will never grow up?
   YES □  NO □  NOT SURE □

8. Are all deaf people alike?
   YES □  NO □  NOT SURE □

9. Can a person in a wheelchair be a teacher?
   YES □  NO □  NOT SURE □

10. Do all children have a right to go to your school?
    YES □  NO □  NOT SURE □
1. Is a person with a disability usually sick?

This question reflects the common misconception that a disability is the same thing as an illness or disease. This implies a kind of medical perspective in which something is 'wrong' and needs to be fixed, that a person is sick and must be "cured." In fact, most disabilities are aspects of a person which cannot be 'fixed' or 'cured,' just made less inconvenient by the use of aids and devices or by some medical or educational intervention. A person with a disability can become sick, like anyone; anyone can catch a cold or break a bone. People with disabilities can also receive treatment for such illnesses. Some disabilities may also make a person more vulnerable to illness. But the disability, itself, is not an illness to be cured. And most people who have some disability are as healthy as people who do not have disabilities. When children ask if a disabled person is sick, we should say no, and explain that a person's disability is a part of them—just like your blue eyes or your ability to run fast. It is one of the things that makes a person an individual.

2. Can a person who is blind go to the store?

Many people think that a person with a disability is usually unable to get around and cope with everyday tasks. Children, in particular, may not be aware of the many ways in which disabled people adapt and adjust to their surroundings in order to remain as independent as possible. If you seldom see a blind woman shopping at the grocery store or a physically disabled man going downtown, it is not because the woman or man are not capable. It is due, in part, to the fact that people with disabilities have been segregated into specialized housing for the elderly and disabled, and to the inaccessibility of most public facilities, including buses, subways, sidewalks and buildings. If there are no ramps at the grocery store or braille numerals on the department store elevator buttons, then obviously, it is more difficult for a person with a disability to venture forth. But many people with disabilities do get around, despite the barriers. Also, recent federal and state laws require communities to become more accessible!

Another common misconception is that people with sensory deficits, such as vision and hearing impairments, are disoriented and unable to navigate in their own communities. This is far from true. Men and women who cannot see, for instance, are trained in orientation and mobility skills; they learn to identify locations and activities on the basis of sounds and on the basis of the mental maps they have developed through experience in a particular place.

3. If someone can't talk, do you think he's retarded?

Retardation is one of the most difficult disabilities for people to understand. The causes of retardation often are not clear, and the behavior of people labeled retarded varies tremendously. Many people who cannot talk, or who have difficulty talking, may not be retarded at all. It is a complicated situation. And it may be hard to help children understand, especially when adults do not understand the nature of the disability.

In our society, verbal skill is highly valued and considered the most important sign of intelligence. On a personal level, communication is extremely important to children focused on developing relationships with their peers. It is important
for students to understand the concept of receptive and expressive language. Receptive language is what someone can understand when others speak. Expressive is what they can express themselves. There are many people who are unable to talk but who have receptive language; they may have difficulty speaking because of motor problems with their speech organs (cerebral palsy, for example); they may have problems in translating from what they want to say to saying it; they may have a profound hearing loss that has not allowed them to model normal speech; or they may lack motivation or simply fear talking and sharing their thoughts with other people. On the other hand, the problem may not be with the person who has the disability. Have you ever heard of the "myth of multiple disability?" People may assume that a person with limited expressive language is limited in what they understand as well. This is often not true. If a person has one disability, it would not be right to assume another one as well.

4. Are people with disabilities born that way?
We are all curious about the source or cause of a disability. Children’s curiosity often stems from another question, "Can I catch it?" Of course, disabilities are not contagious. Many disabilities are, in fact, evident at birth or soon after, and they reflect a genetic abnormality (e.g. spina bifida, hemophilia), prenatal trauma (rubella or German measles for example) or are a result of the birth experience (such as blindness as a result of too much oxygen administered to premature infants). Disabilities also result from accidents or illnesses after birth; these include spinal cord injuries, amputations, polio, severe emotional trauma, and so forth. It is important for children and adults to realize that a disability is not "catching." We can do this by explaining the real causes of particular disabilities.

5. Do you feel sorry for someone who is disabled?
One of the biggest impediments to full acceptance of people with disabilities is the attitude of pity expressed toward them by non-disabled people. Feeling "sorry" for a person who has a disability or feeling gratitude and relief that you do not have a disability may actually create an extra burden that few people with disabilities want or need. These feelings reflect the myth that the life of a person with a disability is a tragedy. The fact is that the majority of people with disabilities have not allowed them to overshadow everything else in their life, but, instead, have tried to come to terms with it as one aspect of life. When other people pity the person with a disability, it makes him or her feel devalued. Most people would prefer respect "like everyone else."

6. Can people who are blind hear the same as other people?
People who cannot see are frequently talked to in loud voices, as if they were deaf. This is again the myth of multiple disability—that someone impaired in one area is impaired in others. Ironically, there is another popular myth which may contradict this one. You have seen it on television, namely the stereotyped "blind person" who has extraordinary power of hearing. It is true that a person who has lost one avenue of sensory input probably does become aware of the other senses to a greater degree. It is not true that people who cannot see have
‘‘super’’ hearing. Obviously, severely visually impaired people must rely heavily
on hearing and touching to take in information about their environment.

7. If a person is retarded, does it mean that she will never ‘‘grow up?’’
   People who are retarded or developmentally delayed do grow up; they change
and develop in many ways. If retarded people are treated as eternal children,
they will have fewer opportunities to achieve independence. People labeled
retarded deserve the dignity of risk. They should be offered the same experi­
ences as others to learn skills and to function in the larger community as adults.

8. Are all deaf people alike?
   People with disabilities have the same infinite variety of skills and person­
alities that non-disabled people have. Non-disabled people sometimes assume
that all disabled people are alike. But, in fact, people who are called deaf, for
example, may have different degrees of hearing: some will use sign language
while others will prefer to read lips and speak. Personal interests and qualities
will vary, too. Some people who cannot hear are interested in biology or skiing;
some are married, and others are single. Like each hearing person, people who
cannot hear are unique individuals.

9. Can a person in a wheelchair be a teacher?
   Of course, a teacher can be in a wheelchair. Those who think this is not possible
may be assuming incompetence and dependence when they see people using
aids and appliances. In many ways, the biggest handicap that disabled people
may have are the attitudes and expectations of others. Assumed dependence and
incompetence are real barriers. It helps to think of devices disabled people use in
the same way that we think about bicycles and glasses—technological advances
to help us do what we want to do better. Children are often curious about aids and
appliances; they want to know what special equipment is for and how it is used.
We can satisfy this curiosity by letting children explore the aids and by helping
them to problem solve about other gadgets helpful to people with particular dis­
abilities.

10. Do all children have a right to go to your school?
   New federal and state laws guarantee to all children with disabilities the right
to be educated in regular public schools and in regular classrooms when possible.
States may pay for some disabled children to receive their education in private
programs, but they must first try to develop programs in regular public schools.
This means that students who have very severe disabilities could be in your
school either in a regular classroom, resource program or special class. It is
important that children see their disabled peers as having the same rights
under the law as they do. There is even a law now (Section 504 of the 1973 Voc­
cational Rehabilitation Act) that prohibits discrimination against people because of
their disabilities. This law is similar to earlier laws which prohibit discrimination
because of race, sex, religion or ethnic background.

   While children will come to your classroom with attitudes and stereotypes
about people with disabilities, you can have a major effect in changing these. Contact with people who have disabilities will help to destroy the myths. Experiences in simulating the effects of each disability can increase children's awareness of disabilities. Talking and reading, as well as participating in group activities, can lead to understanding and acceptance of children who are different and have special needs. In the following pages we will talk about how to “set the stage,” how to design a sequence of classroom activities to foster positive attitudes toward people with disabilities and, ultimately, how to teach children to value differences.
We hear often about the attitudes of society toward those of us who have been labelled "handicapped." Disabled people are confronted, more often than we like, with a condescending word or look, sometimes ignored, or simply stared at. Sometimes our abilities are doubted because we have a disability. We've learned to live with it.

Disabled people still get mad occasionally, and still fight for equal rights. Sometimes, it's the only way to reach our goals. Other times, it's better to just handle the situation quietly, as best we can, and try not to let it bother us.

But, are non-handicapped people the only ones guilty of discrimination? Are disabled people, in fact, sometimes just as guilty as others? Think about it for a minute.

Have you ever taken the long way around to avoid meeting with or talking to a mentally retarded person just because his or her level of conversational skills is not as developed as yours?

Does being around a blind person make you ill at ease? Make you try to avoid words like "see" and "look" because they can't see or look? Have you avoided deaf people because they're just too much trouble to communicate with?

Have you ever pitied a person who uses a wheelchair because you thought his life couldn't be as interesting or as fulfilling as yours?

If you have answered "yes" to some of these situations, you're not alone. We are all occasionally guilty of poor attitudes.

As a physically handicapped person living in a small town in Delaware, I grew up fairly isolated from other people with disabilities, and was not particularly comfortable with the prospect of meeting any such people. I remained isolated in this respect until my early 20's, when I went to work at an Easter Seal Rehabilitation Center.

There, I gradually met more and more people with various physically handicapping conditions, and we learned from each other. But, I was totally unprepared for the influx of six retarded persons who were to be part of the newly organized activities program at the center.

I was to be Arts and Crafts Director of this program, working with each client individually. I was scared to death! All I really wanted to do was get out of there, and the quicker, the better. I couldn't handle it, or so I thought.

All of these clients were moderately to severely retarded, and most were physically disabled as well. They were "different," and I didn't know how to act, or what to say. It wasn't easy for me, and I actually had to force myself to face these people, and be part of the group. I found that some of their eating habits made me nauseous. I couldn't understand those who had speech impairments, and when one of the clients wanted to be friendly and hugged me, I thought I'd had it for sure!

I had to confront myself with my attitude toward these people, and I really wasn't too proud of what I saw. My conscience began to nag at me. As a disabled person, I knew how it felt to be avoided, ignored, or talked "at." I soon

realized my feelings, and admitted to myself that I, too, had some prejudices to work on. Once I made that admission, it was a little easier for me to deal with my feelings.

I gradually began to relax. I learned that I wasn't the only one who had difficulty with some of our clients' speech patterns. By continuing to listen, I began to recognize some words, and understand gestures.

Even if I did not always understand what a person was trying to say, I learned to make an effort and they were appreciative. I learned not to answer with a placating "yes" when it might have been an entirely inappropriate answer.

When occasionally a client's physical limitations made eating difficult, I learned that it was no sin for me to leave the table for a while to get myself together again. And, a not always appropriate hug and kiss could be diplomatically responded to with a friendly greeting and a handshake. I learned to cope!

I have been working and playing with physically and mentally handicapped people for 10 years now. I can laugh when I look back, but it was no laughing matter then. From my work in the activity program has grown an awareness of others as individuals with contributions to make, and fine qualities to offer.

This doesn't mean that I have to like every handicapped person I meet, because I sure don't. But I have learned to like or dislike people for what they are, not what they look like, or what they can or cannot do. Handicapped or not, we are all human, and we all make mistakes. But there is the capacity within all of us to recognize our own feelings for what they are, and try to do better the next time.

—Jo Ann Holson

Ms. Holson is the arts and crafts director for the Delmarva Easter Seal Rehabilitation Center in Georgetown, Delaware. The cartoons accompanying this story were drawn by Ms. Holson, and originally printed by the Del-Mar Easter Seal Society.
III. WORKSHOP

PLANNING AND DESIGN
A. WORKSHOP AGENDAS

This section includes sample schedules of agendas used in training sessions held in Western Region parks. They are not meant to be followed exactly but used as possible organizational formats to suggest ways workshops can be conducted. After determining the training needs for a park, the workshop coordinator can plan activities which meet individual park program goals.

Local community people who are disabled are the best source of help when planning a workshop. Often they have had experience in giving workshops or can suggest disabled park users who are skilled in public speaking. We highly recommend seeking out qualified disabled people to work with you whenever possible.

In evaluating the workshops given at Golden Gate National Recreation Area, the coordinators felt that the simulation and values clarification exercises are most meaningful if scheduled at the beginning of the day. Participants become involved emotionally and physically with the problems of environmental and attitudinal barriers and can use their insights throughout the rest of the day.

Workshop participants usually evaluate the simulation exercises as the most important portion of the workshop. Panel discussions with local community resource people, disabled park users and park staff who have been active in creating mainstreamed programs are also highly rated experiences. A workshop participant wrote, “The panel discussion on user perspectives was the high point of the program. Hearing directly from the user, regarding their park and recreation experiences, what they want to see and do, and what their perceptions were, was invaluable.”

Agenda 1 is an outline for a one-hour presentation for a National Park Service Orientation Class. It is a basic introduction to the topic of Special Populations as it relates to park service goals and operations.

Several parks have presented half to full day workshops for employees. Agendas 2, 3, 4, and 5 present various ways workshops can be conducted reflecting the differing needs of workshop participants.

Two outlines (Agendas 2 and 3) are examples of the range of activities that might be scheduled for interpretive staff. Yosemite National Park invited a recreation oriented group of disabled people (Berkeley Outreach Recreation Program) to conduct their workshop. Agenda 3 gives another approach for an interpretive oriented workshop. Due to the importance of group discussion and sharing, this schedule was modified during the day to allow more time for questions.

Administrators, park planners, personnel staff and concessioners are a vital part of the Special Populations team. A workshop specifically geared to this group is shown in Agenda 4.

The schedule for maintenance personnel (Agenda 5) was developed to focus on architectural and environmental modifications. A larger block of time was allowed for wheelchair exploration with a more in-depth evaluation of park facilities using a Site Inspection Checklist.
Two days of a week-long training session for Chief Park Interpreters conducted by the Division of Interpretation, Western Regional Office, dwelt principally on attitudes and awareness (Agenda 6). The objectives for each session are given on the workshop outline.

One last suggestion: Workshop organizers must consider what would happen if one or more speakers do not arrive. An extra film, stand-in speakers, and flexible scheduling help to make the day flow more smoothly and ensure the workshop's success.

Participate!
Objectives:

1. To present the concept of special populations and how it affects visitor services and employment.

2. To present techniques and actions presently being done or that could be done to improve visitor services for special populations.

3. To increase awareness of unique needs of special populations and elicit suggestions on what could be done by National Park Service employees to improve services and opportunities.

Outline for Special Populations Talk (1 hour)

I. Definition of Special Populations
   
   A. People usually only think of "handicapped" when special populations or special services are mentioned. The approach we are using to special populations is a broad approach and includes: minorities, senior citizens, children, disabled persons, and international visitors.

   B. Everyone has special needs.

II. Approach

   A. Example: Pretend you have to plan a park experience for a six year old who is travelling to your area with his grandfather who is in a wheelchair and is from Yugoslavia and doesn’t speak English!

      1. Impossible? When planning for all these special needs the key is to identify the unifying similarities.

      2. We often find that in meeting the needs of one special group, we may be serving the needs of most visitors.

   B. How would the following situations relate to you as park representatives:

      1. Emergencies (accidents, lost children, etc.)

         a. Do you have a basic knowledge of sign language?

         b. Where can you quickly contact foreign language interpreters so that basic information can be exchanged?
2. Are interpretive signs in large print available for visually impaired persons?

3. Are signs placed at lower levels where people in wheelchairs and children can see them?

4. Do park brochures have color and a layout that appeals to children? (Presenting interpretive programs that have a high number of visitor involvement techniques get the message across with more impact on everyone.)

5. What about backcountry patrols and law enforcement, as the small but determined groups of disabled visitors, international visitors, and members of other minority groups begin to hike and visit your park?

III. Film (See film resources in Section III – C. Audiovisual Aids)

IV. What Is Being Done?:

A. Washington Office, Division of Special Programs and Populations

B. Western Regional Office and Western Regional Parks – Special Populations Committees

C. Workshops

D. FY 79 Maintenance Add-On Program ($602,075) for architectural modification projects throughout Western Region

E. Western Region Special Populations Action Plans, Phase I and II for each park

F. National Park Service Urban Initiative Program (for Special Populations--1979)

G. International Year of the Child -- 1979
   International Year of the Disabled -- 1981

H. Western Regional Office, Division of Interpretation, Resource Library
   Examples: TRENDS -- Summer 1974 and Spring 1978
   Jacque Beechel's "Interpretation for Handicapped Persons"
   "What If You Couldn't?" -- Children's Museum of Boston

V. Problem Solving
   Using the situations suggested under the Sensitivity Awareness Section of this Handbook -- brainstorm with the group.

VI. Close -- Questions and Answers
DISABILITY TRAINING FOR PARK PERSONNEL

I. Disability Sensitivity and Awareness
II. Social and Environmental Barriers to Recreation
III. Adaptations in the Out of Doors
IV. Park Experiences for Disabled People
V. Mainstreamed Park Programs

DISABILITY TRAINING SESSION

Yosemite National Park, May 4, 1979

Morning Session: Disability Awareness

1) A Panel of Disabled Speakers
2) "A Different Approach" - An introductory film to disability
3) The B.O.R.P. Slide Show - A wide range of active programs designed to meet the needs of physically disabled people.
4) "Bob and Dennis" - A unique film on the teamwork approach to white-water rafting utilized by physically disabled people.

Afternoon Session

1) A demonstration covering lifts, transfers, and methods of operating a wheelchair.
2) Blind-guiding and mobility training information.
3) An evaluation of building accessibility by park people using wheelchairs.
AGENDA 3

Golden Gate National Recreation Area
Full Spectrum Visitor Services Training — Interpretation
April 30, 1980

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker</th>
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</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Introduction</td>
<td>Vicki White</td>
</tr>
<tr>
<td>8:15</td>
<td>Simulation &amp; Challenge</td>
<td>Vicki &amp; Lea Wetterling</td>
</tr>
<tr>
<td>9:45</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Discussion</td>
<td>Moderator - Dick Farr *</td>
</tr>
<tr>
<td>10:15</td>
<td>Full Spectrum Visitor Services</td>
<td>Vicki</td>
</tr>
<tr>
<td>10:50</td>
<td>Legislation, Administrative Alternatives</td>
<td>Dave Nettell, Mia Monroe</td>
</tr>
<tr>
<td>11:20</td>
<td>Positive Park Programs in GGNRA</td>
<td>Dave Nettell, Mia Monroe</td>
</tr>
<tr>
<td>11:40</td>
<td>Community Involvement &amp; Outreach</td>
<td>Maggie Brooks, Golden Gate NRA</td>
</tr>
<tr>
<td>11:50</td>
<td>FILM: “Hang Glider”</td>
<td>Dick</td>
</tr>
<tr>
<td>12:00</td>
<td>TAPE: “Crystal”</td>
<td>Dick</td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH FILM: “What Do You Do When You Meet A Blind Person?”</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>User Perspectives -- Panel &amp; Discussion</td>
<td>Dick</td>
</tr>
<tr>
<td>1:45</td>
<td>Adapted Interpretive Methods -- Slides</td>
<td>Penny Musante, Lawrence Hall of Science</td>
</tr>
<tr>
<td>2:15</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Adapted Interpretive Methods</td>
<td>Penny Musante</td>
</tr>
<tr>
<td>3:30</td>
<td>Values Clarification</td>
<td>Dick</td>
</tr>
<tr>
<td>4:00</td>
<td>FILM: “Different Approach”</td>
<td>Dick</td>
</tr>
<tr>
<td>4:45</td>
<td>WIND-UP: “Where Do We Go From Here?”</td>
<td>Vicki</td>
</tr>
</tbody>
</table>

*Note: Dick Farr was contracted to moderate the 3 training sessions put on by Golden Gate NRA. He is the producer of a television series called “Just Like Everyone Else.” The videotape “Hang Glider” is from this series. (Not available for distribution).
AGENDA 4

Full Spectrum Visitor Services Training — Administration
Golden Gate National Recreation Area
April 9, 1980

Welcome
Jack Davis
Acting Superintendent, Golden Gate NRA
8:00 - 8:05

Introduction
Vicki White
Co-coordinator
8:05 - 8:15

Values Clarification
Dick Farr - Moderator
8:15 - 8:45

FILM: “What Do You Do When You Meet a Blind Person?”
Dick Farr
8:45 - 9:05

Legislation
Susan Shapiro
9:05 - 10:05

Background of 502 & 504 Disability Law Resource Center
Moral and legislative responsibilities Center for Independent Living
What disabled visitors expect at advertised access
What actions can be taken to insure compliance
Discussion
10:05 - 10:20

Case Study - Fort Point vs. Architectural and Transportation Barriers Compliance Board
Tom Mulhern - Chief, Division of Cultural Resources, Western Regional Office
10:20 - 10:35

BREAK
10:35 - 10:50

Public Involvement & Using the Media
Dick Farr
10:50 - 11:25

FILM: “Hang Glider”
Dick Farr
11:25 - 11:50

TAPE: “Crystal”

LUNCH
11:50 - 12:50

ACCESS: Designing and Planning Administrative Alternatives
Vicki White
12:50 - 2:05

Short BREAK

User Perspectives - Panel Discussion
Panel
2:10 - 3:00

Short BREAK
3:00 - 3:10

Simulation/Challenge/Discussion
Dick Farr
3:10 - 4:15

FILM: “A Different Approach”
Dick Farr
4:15 - 4:45

WIND UP: “Where Do We Go From Here?”
Vicki White
4:45 - 5:00
Full Spectrum Visitor Services Training - Maintenance Division  
Golden Gate National Recreation Area  
April 22, 1980

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Presenter(s)</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 - 7:15</td>
<td>Introduction</td>
<td>Vicki White</td>
<td>15 min.</td>
<td>7:00 - 7:15</td>
</tr>
<tr>
<td>7:15 - 7:35</td>
<td>FILM: &quot;What Do You Do When You Meet A Blind Person?&quot;</td>
<td>Dick Farr</td>
<td>20 min.</td>
<td>7:15 - 7:35</td>
</tr>
<tr>
<td>7:35 - 7:50</td>
<td>Site Inspection Checklist Introduction</td>
<td>Vicki</td>
<td>20 min.</td>
<td>7:35 - 7:50</td>
</tr>
<tr>
<td>7:50 - 9:40</td>
<td>Simulation &amp; Challenge</td>
<td>Vicki &amp; Lea Wetterling</td>
<td>110 min.</td>
<td>7:50 - 9:40</td>
</tr>
<tr>
<td>9:40 - 10:00</td>
<td>Discussion</td>
<td>Dick</td>
<td>20 min.</td>
<td>9:40 - 10:00</td>
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<tr>
<td>10:00 - 10:15</td>
<td>BREAK</td>
<td></td>
<td>15 min.</td>
<td>10:00 - 10:15</td>
</tr>
<tr>
<td>10:15 - 11:00</td>
<td>Emergency Measures with Special Populations</td>
<td>Brian Denean</td>
<td>45 min.</td>
<td>10:15 - 11:00</td>
</tr>
<tr>
<td>11:00 - 11:10</td>
<td>FILM: &quot;Hang Glider&quot;</td>
<td>Dick</td>
<td>10 min.</td>
<td>11:00 - 11:10</td>
</tr>
<tr>
<td>11:10 - 11:20</td>
<td>TAPE: &quot;Crystal&quot;</td>
<td>Dick</td>
<td>10 min.</td>
<td>11:10 - 11:20</td>
</tr>
<tr>
<td>11:20 - 12:20</td>
<td>LUNCH</td>
<td></td>
<td>60 min.</td>
<td>11:20 - 12:20</td>
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<tr>
<td>12:20 - 1:50</td>
<td>Access Orientation and some instant access solutions</td>
<td>Vicki</td>
<td>90 min.</td>
<td>12:20 - 1:50</td>
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<tr>
<td>1:50 - 2:05</td>
<td>BREAK</td>
<td></td>
<td>15 min.</td>
<td>1:50 - 2:05</td>
</tr>
<tr>
<td>2:05 - 2:35</td>
<td>Values Clarification</td>
<td>Dick</td>
<td>30 min.</td>
<td>2:05 - 2:35</td>
</tr>
<tr>
<td>2:35 - 3:05</td>
<td>FILM: &quot;Different Approach&quot;</td>
<td>Dick</td>
<td>30 min.</td>
<td>2:35 - 3:05</td>
</tr>
<tr>
<td>3:05 - 3:20</td>
<td>WRAP-UP: &quot;Where Do We Go From Here?&quot;</td>
<td>Vicki</td>
<td>15 min.</td>
<td>3:05 - 3:20</td>
</tr>
</tbody>
</table>
AGENDA 6

Western Region
Disability Awareness Workshop For Interpreters
May 1 - 2, 1978

Monday, May 1

8:00 Registration

8:30 Introduction and Welcome to Workshop

9:00 Disabled Person - Who is He/She? Misconceptions and Myths
    Center for Independent Living

Objectives:
1. To define disability, handicap - what do the words mean and
   imply to the public and to disabled people?
2. To identify myths and misconceptions. History of public attitudes.
3. To identify major types of disabilities. Statistics.

10:30 FILMS: "Crip Trips" and "Matter of Inconvenience"

11:00 Small Group Discussion

Objectives:
1. To stimulate informal discussion between park personnel and
   park users who are disabled.

12:00 Lunch

1:00 Struggle to Enact Disability Legislation
    Disability Law Resource Center

Objectives:
1. To identify briefly the history of legislative acts.
2. To identify major legislative acts affecting National Park Service.
3. To identify major federal and national organizations concerned
   with recreation issues.
4. To identify the Architectural and Transportation Barriers
   Compliance Board and its effect on the National Park Service.

1:45 Compliance Equals Accessibility?
    Don Fox, Landscape/Architect, Yosemite National Park

Objectives:
1. To identify major barriers to people using wheelchairs, visually
   impaired persons, senior citizens, etc. in the park environment -
   and how to correct them.
1:00 - Workshop Sessions: (Choose one session)
1:45
A. Wilderness Programs
   Environmental Traveling Companions

B. Museums, Displays, and Visitor Centers
   Bill Ingersoll, author, Museum Interpretation for Disabled Persons

C. First Aid & Special Needs
   Karen Holder, Registered Nurse

D. Outreach Programs
   Bob Valen, Cabrillo National Monument

E. Historic Structures - Adaptability vs. Accessibility
   Tom Mulhern, Chief, Cultural Resources, Western Regional Office

2:00 - Workshop Sessions: same as above
2:45

3:00 Hiring and Employment
   Lynn Guidry, Personnel, Western Regional Office

Objectives:
1. To identify Civil Service procedures for hiring disabled persons in the park service.
2. To identify the need for hiring disabled persons.
3. To identify problems encountered by disabled personnel in the park environment and how to solve them.

3:45 Write Individual Action Plan For Each Park

Objectives:
1. To identify physical and programmatic problems and find solutions.
2. To identify long range goals and set priorities for action.

4:00 Where To Go From Here?
   Jacque Beechel - Facility Assessment Plan

Objectives:
1. To introduce Jacque Beechel’s suggested checklist.
2. To present Washington Office Directives for Special Populations and the Western Regional Office plan of action.
3. To identify resources for assistance.
2. To identify basic accessibility standards - so what if the auditorium is big enough, the bathroom is too small.
3. To identify Accessibility vs. Usability.

2:30 Evaluation of Fort Mason in Terms of Accessibility

Objective:
1. To develop recognition of physical barriers and ways to correct them in a variety of settings.

4:00 Local Access Consultant
Hollynn Fuller, California Department of Rehabilitation

Tuesday, May 2

8:30 Interpretation for Everyone
Jacque Beechel - author, Interpretation for Handicapped Persons

Objectives:
1. To identify needs of people who are disabled in the park environment.
2. To identify integration of all people in interpretive programming, i.e. negative aspects of Braille trails, “special” campgrounds, “handicap” programs vs. trails, campgrounds, and programs for everyone’s use.
3. To understand: good interpretation means good interpretation for everyone.
4. To advertise accessible programs in your park.

9:30 Strategies for Interpretive Implementation
Jackie Vaughn, Professor, Therapeutic Recreation, California State University at Northridge.

10:15 Break

10:30 Disability Awareness for Interpreters - Panel Discussion
Jeff Samco, Interpreter, Yosemite National Park
Maril Elliott, former Interpreter, Golden Gate National Recreation Area
John Hogan, Interpreter, Fort Point National Historic Site
Dave Lewton, Interpreter, East Bay Regional Park District
William Pothier, Executive Director, San Francisco Senior Center and former Chairman, National Institute of Senior Centers
Donna Pritchett, Volunteer, Yosemite National Park

12:00 Lunch
B. SENSITIVITY AWARENESS ACTIVITIES

These activities are designed to help participants gain understanding and awareness of disabilities, pointing out the needs and frustrations that a disabled person may experience in your park setting. Selections of activities should be made with specific needs of the group in mind, according to workshop goals and objectives, and the time and space available.

It is important to remember that the activities are just tools to new learning. Adequate time for follow-up discussion is critical. Participants should be encouraged to share their feelings, frustrations and successes; the discussion leader can help to clarify these new insights and put them into perspective. If disabled persons can participate in the activities with the group and also lead the discussion that follows, the value of these exercises is increased.

Activities:

1. Structured Exercises
2. Facility Explorations
3. Problem Solving
4. Discussion Topics
5. Values Clarification
6. Awareness Tests
8. Program Accessibility
1. STRUCTURED EXERCISES

A. "TIRED" BASEBALL

Objective: To develop sensitivity to the difficulty of moving quickly for some people such as an amputee with prosthesis, people with cerebral palsy or those with coordination difficulties.

Group size: Ten or more

Procedure: Normal rules for baseball except:
1. Players must wear a tire or inner tube around one foot dragging it along as they move.
2. Use a large plastic ball and large plastic bat.
3. Option: provide tires for all fielders except the pitcher.
4. Option: provide tires for everyone except the batter.

B. ORDERS

Objective: To participate in an enjoyable game where two senses are impaired: sight and speech.

Group size: Ten

Procedure:
1. All participants (except the leader) wear blindfolds and receive a number from one to ten.
2. Participants, without talking, must form a line in numerical order.
3. Variation: participants arrange themselves along a line in order of height, without talking to each other.
4. Variation: line up by age.

C. "WAIT FOR ME, RANGER!"

Objective: To experience some of the needs of elderly visitors and demonstrate (through a bad example) how interpreters can make their visit more pleasant.

Group size: Five to fifteen

Procedure:
1. Participants simulate some of the lessening of abilities the elderly may experience:
   a. Visual Impairment — use a blindfold made of several layers of cellophane folded together.
   b. Hearing Impairment — place damp cotton in the ears to help cut out some sound.
   c. Mobility problems — stuff wadded newspapers in the shoes to make walking slightly uncomfortable.

2. Leader takes the group on a guided walk. Without telling the group what the objectives are of this exercise, the leader proceeds to give an interpretive walk showing insensitivity to the needs of the participants.
a. Talks too fast or too softly.
b. Walks too fast.
c. Points to an object and talks with back to group.
d. Talks with group facing the sun.
e. Starts to give some information when the group is not completely together.
f. Starts walking again as soon as the last of the group arrives.
g. Answers questions with long scientific explanations or may answer with very simple language as if addressing children.

D. WHEELCHAIR WATER RELAY

Objective: To participate in a fun game while learning some difficulties a person using a wheelchair faces in order to carry or balance objects.

Group size: Ten or more

Procedure:
1. Each group has one wheelchair and is given an unbreakable cup of water.
2. In relay fashion, the participant gets into a wheelchair, takes the cup to a designated point and returns to the next person in line.
3. The team with the most water in the cup at the end of the relay is the winner.

E. WHAT'S THE DIFFERENCE?

This book on teaching positive attitudes toward people with disabilities has over 90 activities which could be adapted for useful workshop exercises; for example, Activity 51.

Ask each person to sit quietly and think of two things: (1) their first memory of feeling different from other people; and (2) their first memory of a disabled person. Sit in small groups of four to six and talk about these feelings.

F. SURVIVAL!

The following article, “Simulations in Therapeutic Recreation Training Programs” by Patrick Patterson gives a method for involving a group in a dramatic and challenging task while discovering some insights into human behavior. Here, five players with various simulated disabilities pretend they are the survivors of a plane crash on a desert island. They must devise a way for everyone to navigate barriers, to build a lifeboat and escape the island and an impending volcanic eruption.

The article describes the design of a simulation exercise, gives an example of a simulation developed to fit a particular teaching situation and discusses evaluation as an important element of the game. Using these ideas, a workshop coordinator in a park could develop an exciting simulation based on a “park disaster.” How about... surviving a plane crash in Grand Canyon, surviving the great brush fire in Santa Monica NRA, or the next volcanic eruption at Hawaii Volcanoes?
Simulations in Therapeutic Recreation Training Programs

by Patrick E. Patterson

Simulations, an alternative method for bridging the gap between theoretical learning and actual work experiences in Therapeutic Recreation programs is explored. Simulations are game-like activities designed to mimic an aspect of reality. Students are given roles to play to allow them to get "inside" a particular situation. Simulations must be devised that fit a particular course's objectives and student needs. Steps in the formulation of such simulations are outlined with questions to aid in individualizing these experiences. An example of such a simulation, developed to meet a particular class's objectives, and needs, is outlined.

KEYWORDS: Therapeutic Recreation Training Simulations

The search for more effective methods of adding human dimensions to instruction in therapeutic recreation programs is an ongoing one. Simulations, game-like activities designed to replicate some aspect of reality, can be utilized to aid in the development of a more active learning experience for the student. In simulation students are given particular roles to play that duplicate the process and result of human encounters.

Students who will be dealing with handicapped individuals during their careers must develop a deep awareness of, and insight into, problems, strengths, weaknesses and lifestyles of handicapped individuals. Many of our teaching methods involve passive learning (lectures) as well as "hands on" experiences with handicapped children. Role playing, open-ended situational experiences directly involving our students, might be a

Patrick E. Patterson is an instructor in the Department of Health and Physical Education, Texas A&M University, and is associated with the Child Movement Center there.

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logical transition step between passive learning and the hands-on experiences, making both more valuable. The passive learning would take on more meaning and an aspect of reality, while the simulation learning would form a basis for empathic preservice experiences and later job situations.

Simulations in most subject areas are available commercially, but be wary. Many of these will not fit the information base, objectives and thrust of a particular course. A cardinal rule of any classroom activity including simulation is that the activity (simulation) be a continuation of previous learning or a preparation for future subject areas and experiences. It should not be an isolated occurrence, having little or no relevance to course objectives. Objectives and timing for using a simulation must be appropriate to the course.

Simulations must be viewed as vehicles of reasoning, not as factual instruction, such as a lecture. It is not substitute for study; however, being within an experience (simulation) is completely different from reading, hearing or perhaps even observing one.

The following is divided into three parts. The first section deals with steps that can be used to make one's own simulation; the second part is a simple example of a simulation developed to fit a particular teaching situation. The third portion deals with the evaluation of the game.

Design

The following steps in the evolution of a simulation outline a procedure similar to those followed by a number of simulation designers (see Resources).

1. The first step in the design of a simulation is to define the problem which will confront the class. Determine the questions the game will deal with in the problem area. Will the students have sufficient background information to play effectively?

2. Delinate learning objectives in the selected problem area. To what social, emotional, or physical experiences shall the students be exposed? Are past learnings being reviewed?

3. Define the roles, and specific purposes of those roles, that will be assumed by the students. Assignment of students to particular roles in the simulation should be done in a random fashion to eliminate the possibility of preconceived notions affecting the play of some individuals. Within each role, determine characteristics and resources available to each participant.

4. Determine the constraints affecting the game.
   - How much time is available to play (one hour, one day)?
   - How many players will be actively involved, what will they be doing?
   - How much space is available?
   - Can any materials necessary to play the game be made or devised? Will some need to be purchased?
   - Have the curricular position, practicality and educational worth of the simulation been determined?

5. Develop an appropriate method for the evaluation of the game. A method for determining both the process and product of the simulation is needed. A guideline would be to treat each objective individually in the evaluation.

6. Play the game; modify it if necessary to focus on the stated learning objectives. Be receptive to suggestions from students and colleague. If the simulation is appropriate to the course and worth the time spent, revisions will be worth the effort; work on developing the prototype which will give students the needed experiences.
The following simulation is an example of the process described above. Remember: modify the activity to suit one's particular situation. This simulation can be classified as task-oriented; within a given period of time, physical tasks must be completed.

Sample

Title: Special Education Teaching Awareness Simulation (Physical Handicaps)

Audience: Individuals whose careers will involve working with the handicapped: college-level therapeutic recreation students.

Objective: To acquaint players with feelings, limitations, compensations and strengths in a handicapped population.

No. of Players: Groups of 5-6 (or more) players and one timer-scorekeeper.

Playing time: 1½ hours: 10 minutes to set up; 50 minutes to play; 30 minutes to evaluate.

Materials: 4 ounce boxing gloves blindfolds earplugs and stereo headphones ½ dowels of various lengths rope of various lengths large canister of Lincoln logs, or wooden blocks stopwatch crutches Walking Parallel Bars (abduction/pronation-supination type) cones Corner style staircase Balance beams Climbing Ropes Crawling Tunnel

The above materials may obviously be modified to fit one's particular equipment inventory.

Roles: Individuals who are blind; deaf-blind; double amputee; orthopedically braced; elderly; chosen by lot.

Simulation: A plane carrying these people to a convention has crashed on a desert island; these five are the only survivors. Upon discovering each other, it becomes evident that the island's volcano will erupt at any time. The group has held a conference to discuss their problems in getting off the island. They set up a time schedule for the completion of certain tasks which, if followed in a given time sequence, would get them off the island before the volcano explodes.

Goal: To complete a list of activities in the allotted time, thus enabling the group to escape from the island before the explosion.

Decisions: How can each activity be most quickly and successfully accomplished? Before the game is to begin the individual selected as deaf-blind is positioned in the room, so as to be unaware of what is to occur. Earplugs, headphones, and blindfold are placed on this individual. The individual chosen to represent the elderly puts on the boxing gloves at this time.

Rules: Timer-scorekeeper gives list of items to be accomplished before escape from the island can be accomplished. Each item must be done to the satisfaction of the scorekeeper who checks the items off as they are accomplished. The items must be done in the order listed. Each item must be successfully completed before moving on to the next. At the end of one hour the last task (getting into boat) must be accomplished or the whole group perishes. Any form of movement not available to an individual with the handicap is not permitted.

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Items: 1. The group must communicate with the deaf-blind individual. He is the strongest person in the group. Develop a system for communicating "yes," "no," "lift," "walk," "stop!" "go forward," "go backwards," "put it here." (Develop others as game progresses.)

2. Put braces on orthopedically handicapped person to aid in walking; he or she needs crutches, too. (Tie dowels onto legs.)

3. Put prosthesis on amputee's arms so he or she can aid in working. (Tie dowels onto flexed arms so they extend from triceps at elbows.)

4. Collect wood for boat; take out Lincoln Logs or collect blocks. (See Figure 1.)

5. Carry wood to beach to build boat. Each obstacle must be traversed by each individual carrying wood.

6. Build "boat" (must be one foot high and long enough to actually hold all participants).

7. Get everyone into boat without sinking it (knocking down logs). Each individual not already at the boat must traverse all of the obstacles.

Evaluation

The success or failure of a particular simulation cannot be determined merely by who wins or loses; this must be determined in relation to the stated learning objectives. Game designers have had problems determining if, or when, the desired instructional objectives have been achieved. Games cannot be considered self-teaching; during the play of the game, students may not be reflecting on what is happening. Students must thus be afforded an opportunity to focus on feelings, interactions and observations occurring during the play of the game.

The post-game discussion is termed a debriefing where student views of the occurrences, and the game itself, can be sharpened. This debriefing session should occur immediately at the end of the game, not the next day, so as to keep the experiences fresh in the students' minds.

The debriefing, a well-structured discussion, can be used to study and evaluate student experiences during the simulation. It can revolve around not only individual experience, but group interactions as well, serving to summarize the experience. But discussion cannot stop there; the leader must use this experience to link what has occurred to what may occur in the future. This aspect can be looked at as the application of learned concepts to other related situations, as well as a transition to future learnings.

The session must be well planned; many believe the success or failure of any game situation is based on solidifying student experiences and bridging the individual's past and future learnings. The debriefing for sample simulations focuses on why particular individuals were given certain tasks, leadership in the group, group interactions in accomplishing the tasks, personal and group feelings, as well as limitations and compensations of a disabled individual. The debriefing session should incorporate course objectives, the students' background information and future learnings affecting its content and emphasis.

The evaluation of the simulation ultimately rests on how well the teacher accomplished the stated teaching objectives. Improvements, changes and focuses of student attitudes, values and motivations, as a result of playing the game, should be documented. Evaluations should include the objectives, the student, and the simulation (see Cherryholmes 1966; Gillespie 1972). A final,
revealing evaluative question as well needs to be explored: was the simulation more effective in attaining some of the course objectives than other teaching methods?

The use of simulations in therapeutic recreation classes may help students be more aware of the programming needs of handicapped populations. That is, after all, a major goal in the delivery of therapeutic recreation services.

FIGURE 1. MAP OF OBSTACLES FOR SAMPLE SIMULATION GAME. The obstacles must be successfully navigated in the following order: (A) Starting point, where blocks or Lincoln Logs are stacked; (B) Cones, or other standards; (C) Corner-style staircase; (D) Climbing rope, to use to swing over “river;” (E) Abduction/pronation-supination parallel bars; (F) Balance boards; (G) Crawling tunnel; (H) The “beach” where the boat must be built.

Third Quarter 1980
Resources

Books and Articles


Journals

SIMULATION AND GAMES, Sage Publications, 275 S. Beverly Drive, Beverly Hills, California.

SIMULATION/GAMING/NEWS, Box 3039, University Station, Moscow, Idaho 83843.

Therapeutic Recreation Journal

Permission to reprint granted by National Therapeutic Recreation Society
G. MORE ACTIVITIES


Permission to duplicate these exercises was granted by the Council for Exceptional Children.

The book and accompanying tape cassette is available from:

The Council for Exceptional Children
Publications Sales
1920 Association Drive
Reston, Virginia 22091

Cost: $12.50
Objectives:
1. To experience the frustration of not being able to communicate adequately.
2. To experience the feeling of dependency.
3. To emphasize effective teamwork.
4. To increase awareness of the visually impaired and other aspects of being disabled.

Group Size:
Dyads - any number.
(Pairs)

Time Required:
Approximately 45 minutes.

Materials:
1. A roll of cellophane (plastic food wrap) and white household glue. The cellophane is folded four times to form a 1.5 inch strip with glue liberally applied between the folds. This mask could either be tied around the person's head or attached by putting a rubber band through holes at the ends of the strip.
2. Handout 1. Application for Employment. (Form 171)

Physical Setting:
Room large enough for dyads to have adequate work space and freedom from noise interference.

Procedure:
1. The objectives are briefly discussed.
2. Dyads are formed.
3. Participants in each dyad identify themselves as the worker or the helper.
4. The worker wears the mask.
5. The handout is distributed.
6. The following instructions are given:
   a. The worker is responsible for filling out the form.
   b. The helper must use only verbal instructions in helping the worker complete the form.
   c. The helper cannot touch either the worker or the form.
7. The process begins and after 15 minutes participants in each dyad switch roles.

Follow-up:
The entire group discusses the feeling shared in each dyad. Facilitators should emphasize the stated objectives especially the feeling of dependency and the frustration of not being able to communicate effectively.
COMMUNICATION WITHOUT SPOKEN WORDS

Objectives:
1. To facilitate communication among participants.
2. To increase awareness of people with no speech.
3. To give participants practice in non-verbally expressing a need.

Group Size:
Pairs - any number.

Time Required:
Approximately 15 minutes.

Materials:
None required.

Physical Setting:
Room large enough for dyads to be seated comfortably and to move freely.

Procedure:
1. Participants are told, "Find someone in the room whom you would like to meet and without using spoken words, sounds, or writing, let them know you would like to get acquainted."
2. After two to three minutes, participants are told, "Now that you have found another person, sit down facing one another and introduce yourself by telling your partner something about yourself, but remember, you cannot use words or spoken sounds."

Follow-up:
After about five minutes, leader states, "Now you may use words. See if you were able to understand what your partner was saying. Also share how it felt not to use spoken words, why you chose the way you did to introduce yourself, and perhaps, why you chose the partner you did." The whole group can relate how it felt trying to understand a non-talking person. The group is asked to consider what the objectives of the exercise might have been.

Comment:
This exercise is a good icebreaker for most workshops.
FOOT PICK-UP

Objectives:
1. To increase awareness about people with severe physical handicaps.
2. To explore behaviors in helping relationships.
3. To experience adapting to a physical limitation.

Group Size:
A maximum of 10 participants in each group. At least two groups should participate in the exercise.

Time Period:
15-20 minutes.

Materials:
1. One box or waste basket per group.
2. At least 40 unsharpened pencils per group.
3. Index cards. For each group of 10, eight (80%) should have the letter H, two (20%) the letters N-H.

Physical Setting:
Average size.

Procedure:
1. The objectives are briefly discussed.
2. Participants are divided into about even sub-groups.
3. Participants are asked to sit in a large circle.
4. The boxes or baskets are placed in the center of each sub-group with pencils scattered on the floor.
5. Facilitator has participants draw a card.
6. Facilitator states, "This is a game. Your task is simply for each of you to pick up 4 pencils and place them in the box or basket. The group that has the most pencils picked up at the time the game ends wins. It's that simple. The game ends in 10 minutes or until one team finishes first.

Those of you with cards marked H are handicapped. Your special handicap is that you do not have use of your upper limbs. You may take off shoes, or socks. Remember you cannot use your hands or upper limbs but can use any other means. Those of you with N-H cards are not handicapped.

Variations:
Different activities could be done with feet (passing pencils down a line, writing one's name, etc.).

Follow-up:
H members should share how they felt. Did they resent the N-H members? Did they want the N-H members’ help or, if the N-H members offered help, did the H’s want to do it themselves? How did the N-H people feel—uneasy, guilty or perhaps, in this case, envious for not being allowed to do it the hard way?
FEARS AND HANDICAPS*

Objectives:
1. To explore common fears about different handicaps
2. To determine which handicap is feared the most
3. To explore the realistic basis for these fears

Group Size:
Flexible.

Time Period:
Approximately 30 minutes.

Materials:
Marker and large sheet of paper (to be taped on wall).

Physical Setting:
Average Room.

Procedure:
1. Participants are asked, "Which handicap would you fear the most if it happened to you?"
2. Facilitator polls participants on who would fear each handicap and writes tally number next to the handicap.
3. Facilitator writes responses on paper.

Follow-up:
Participants are asked to discuss the basis for their fears. Expect personal experiences, family or friends to be mentioned related to feelings about handicap fears. Facilitators should be prepared to provide factual information concerning the various handicaps.

* This general exercise may be used to supplement and/or conclude a workshop.
MY FINGERS DON'T WORK

Objectives:
1. To experience poor fine motor coordination (such handicaps are cerebral palsy, Parkinsons, quadriplegia, etc.).
2. To experience the frustration of not being able to perform simple tasks.

Group Size:
Flexible.

Time Period:
15-20 minutes.

Materials:
One pair of work gloves per participant. (Fingers should be stuffed with tissues.)
One pair of scissors per participant.
Sheet of paper.

Physical Setting:
Average Room.

Procedure:
1. Objectives are briefly discussed.
2. Participants are asked to untie their shoes.
3. Each participant is given a pair of work gloves to put on. (Gloves should be worn on opposite hands.)
4. Participants are asked to:
   a. Tie shoes.
   b. Fold a paper.
   c. Zip up or button an article of clothing.
   d. Pick up some money from the floor.
   e. Cut paper.

Variation:
Group leader might wish to communicate impatience with group's slowness in performing various fine motor tasks during exercise. Later, the group's feeling about the additional "pressure" of the group leader might be discussed related to how a handicapped individual might feel about not performing up to expectations.

Follow-up:
Follow-up discussion should include discussion of the frustration of not having one's fingers perform as expected.
OBJECTIVES:
1. To experience a learning task where the level of difficulty is very high.
2. To experience the frustration of a retarded and learning disabled person.
3. To experience being in a position of needing help.

GROUP SIZE:
Flexible.

TIME PERIOD:
10 minutes.

MATERIALS:
Plain 8½ x 10 paper and pencils. (See Fig. 4).

PHYSICAL SETTING:
Average size room.

PROCEDURE:
1. Each participant receives a piece of paper and a pencil.
2. The following directions are read seriously with a straight face by the facilitator. Begin slowly but pick up speed in talking.

"Fold this square piece of paper in two along the diagonal. You now have a triangle - (Pause). Mark a point on the diagonal at 1/3 of the distance starting from the left angle, and another at the middle of the triangle's left side. Fold the left angle along the line between the two points so that the left angle reaches towards the right side - (Pause). Now draw a point at the middle of the right side, draw another point at 1/3 of the diagonal starting from the angle of the right, draw a line between those two points, and fold along the line you have just drawn - (Pause). In order to finish the cup, separate the two angles of paper at the top of the old triangle on each side of the cup. Open the cup."
3. Participants will indicate confusion and ask for repetition of instructions. Facilitators should repeat directions in a somewhat impatient ("Okay, but try and listen") manner.

VARIATIONS:
Any learning task could be substituted which uses a complicated set of directions.

FOLLOW-UP:
Follow-up discussion should relate to the purpose of this exercise. Participants should share their feelings of frustration and then try to relate this to a child who has a learning problem of focusing or following directions. Point out the lack of visual cues may have added to difficulty and relate this to learning situations where multiple channels of information (auditory visual, kinesthetic) may be helpful. Participants should relate their feelings when they had to ask for the directions to be repeated or when the teacher seemed annoyed at their asking.
Figure 4. Paper-Folding Procedure.
STICK FINGERS

Objectives:
1. To experience the lack of fine motor coordination similar to an arthritic condition.
2. To experience the frustration of not being able to perform simple fine motor tasks.

Group Size:
Flexible.

Time Period:
15-20 Minutes.

Materials:
- Tongue depressors or revel sticks
- Masking tape
- Pencil and lined paper.

Physical Setting:
Average Room.

Procedure:
1. Objectives are briefly discussed.
2. A tongue depressor or revel stick is taped to the back of each finger on the dominant hand so that the fingers do not bend.
3. Each participant is asked to
   a. Write their name, address and telephone number on the top, right-hand corner of the sheet of lined paper.
   b. Draw a picture of a person.

Follow-up:
Follow-up discussion should relate to the problems faced by persons with severe arthritis or other fine motor coordination problems.
THE ROBOT WALK

Objectives:
1. To experience walking with long-leg braces (such as those worn by people with polio, arthritis, spinal cord injury, etc.).
2. To experience ambulatory problems.
3. To experience the frustration of not being able to keep up physically with peers.

Group Size:
   Dyads - any number.

Time Period:
   15-20 Minutes.

Materials:
1. Enough pairs of sticks (about 2 feet long).
2. Ace Bandages (or cord).

Physical Setting:
   Area with a variety of setting (stairs, bathroom, etc.).

Procedure:
1. The objectives are briefly discussed.
2. Participants are paired and only one wears the sticks at a time.
3. One stick is attached to each of the participants' legs.
4. Participants are asked to:
   a. Walk a straight line
   b. Climb stairs
   c. Sit on a chair
   d. Maneuver in a bathroom.

Follow-up:
   Follow-up discussion focuses on the objectives in terms of the frustration of having a walking limitation.
WHAT IS A HANDICAP?*

Objectives:
1. To help participants deal with general stereotypes associated with the word "handicapped".
2. To obtain a realistic definition of the word "handicapped". This exercise is recommended to close a workshop program since it provides the participants with an opportunity to express new insight towards handicapped people as individuals. Participants learn that handicap is defined by the demands of one’s environment.

Group Size:
Flexible.

Time Period:
20-30 minutes.

Materials:
Newsprint (or large sheets of paper).

Physical Setting:
Large empty room with numbers 1-10 taped on the wall about every 5 feet.

Procedure:
1. Each group or sub-group is asked by group facilitators to define the word "handicap". (This should take no more than 5 minutes).
2. The workshop leader writes the definitions on a blackboard or on newsprint chart.
3. Workshop leader then asks participants to stand in the middle of the room and says, "It's nice to see such a large group of non-handicapped normal people."
4. Workshop leader reads the following list and pauses after each statement to allow participants time to move to the appropriate location.
   "Now I would like everyone wearing eye glasses over at #1."
   "Everyone who is left-handed at #2."
   "Everyone who does not have a Master's degree go to #3."
   "Everyone who does not know how to drive a car go to #4."
   "Everyone who does not know how to swim go to #5.
   "Everyone who does not know how to play a musical instrument go to #6."
   "Everyone who doesn't know a foreign language go to #7."
   "Everyone who can't type more than 60 WPM go to #8."
   "Everyone who doesn't know how to ski (snow or water) go to #9."
   "Everyone who can't do more than 20 push-ups in 5 minutes go to #10."

Follow-up:
Follow-up discussion questions may include:
1. Do you still want to keep the definition of handicap you made up?
2. How many of you "normal" people were found to be handicapped? How many, multiply handicapped?
3. Leader may wish to distinguish the term "handicap" from "disability".

*This exercise is good for the conclusion of a workshop.
Objectives:
1. To explore the reactions of society to those who have a visible stigma.
2. To explore the reactions of people who are stigmatized to themselves.
3. To focus on coping mechanisms of people who are visibly different.

Group Size:
Flexible.

Time Period:
Approximately 1/2 hour.

Materials:
Any stigmatizing element (ski mask, stocking over head, work gloves, body paint, bare feet, etc. or any of the simulated differences used in this book.)

Physical Setting:
Enclosed area large enough for participants to move freely.

Procedure:
1. The objectives of this exercise are briefly discussed.
2. The participants are divided into 2 groups.
3. One group leaves the area while the facilitator instructs the other group on how to wear the stigmatizing agent.
4. Any member of this group who does not wish to wear the stigma may join the other group. (Facilitator should not initiate this option, but can offer it in response to a participant's problem.)
5. The group outside returns to the area.
6. The two groups are told that they are free to interact in whatever way they feel comfortable.
7. The interaction begins and is terminated after approximately 20 minutes.
8. Facilitator should note any significant behavior patterns in how the individuals/groups react to each other.

Variations:
1. Any agent can be used to create a difference (ability to speak, ability to move hands, one group can have food, etc.).
2. The different groups can engage in other exercises.
3. The group can be so divided that either group has a much greater number of participants.

Follow-up:
The entire group discusses the interaction in terms of the stated objectives. The facilitator should share his observations.
2. FACILITY EXPLORATIONS

One of the best ways to learn about architectural, attitudinal and environmental barriers is to spend some time in a wheelchair or to simulate a visual or hearing or other mobility impairment. These activities should help participants to realize: 1) that disabled individuals have the same needs and desires as non-disabled people; and 2) that disabled individuals are people who may be inconvenienced when dealing with their environment. The kinds of experiences and learning that can happen in this activity are expressed in the following articles, "A Lesson in Awareness" and "Students on Wheels."

Before the exercise begins, spend a few minutes introducing the wheelchair; some of the points in the handout "How to Handle and Push a Wheelchair" (found in the Mobility Impairments section of this handbook) can be discussed. Some participants in the group can use cellophane blindfolds (described in the Structured Exercises section) or place damp cotton in their ears to simulate a visual or hearing impairment. For safety, an able-bodied person should always accompany a person who is using a wheelchair for the first time, or who is wearing a blindfold. The able-bodied person should wait for the "disabled" person to request assistance if necessary and be aware of safety problems. Those simulating disability should be informed it's ok to ask for assistance but not to expect or ask for everything to be done for them.

Small groups (5-7 people) should be given specific tasks to accomplish, depending on the time you have allotted and the purposes of the workshop. For a workshop which emphasizes architectural modifications, you'll want to allow plenty of time for participants to use architectural standards to evaluate access of a facility. For a workshop which emphasizes interpretive techniques, a more casual inspection of site accessibility while reviewing visitor services will be adequate.

Several approaches were used at the Golden Gate National Recreation Area workshops. The first example lists questions to keep in mind while evaluating a facility. Participants received an extensive Site Inspection Checklist and standards specifications developed by the State of California and modified for park use. Copies of this checklist and sample standards for parks are available through the Division of Interpretation, Western Regional Office. Two and one-half hours were allotted to complete the activity.

The second example offers a more general "challenge" with groups visiting sites close to the workshop location. The activity takes less time and was used with the interpreter's workshops. The "Brief Accessibility Checklist" is used, as necessary, to help focus on specific problems.

On the lighter side is Buried Treasure, the third example. A box of chocolate, gold-covered coins was buried in the sand near the environmental education center where the workshop was held. A group with simulated mobility, visual and hearing impairments was given the first clue and challenged to find buried treasure. Clues were left at strategic points along a wheelchair accessible trail which wound through
the sand dunes and a dark and musty military battery. The only problem: getting everyone back in time to start the next activity. The objectives of this exercise were: 1) evaluate the accessibility of the paved path designed to accommodate wheelchairs and 2) evaluate the group's ability to work together to solve a problem. (See also Exercise F, Structured Exercises, "Simulations in Therapeutic Recreation Training Programs" by Patrick Patterson.)

Again, these activities are more meaningful if a disabled person is invited to join each group. Adequate time must be scheduled at the end of the exercise to share feelings, reactions, and experiences.
In this issue, looking at housing opportunities for disabled people, it is important to remember the part architects and planners play in making the environment usable by disabled people. In order for the disabled person to function in any housing the surroundings must be accessible.

The following experiences of a disabled architect shed some light on the attitudes that may cause problems for disabled people who are being assimilated into the community.

I had come to Cambridge, Massachusetts, for a seminar offered jointly by Harvard’s Graduate School of Design and MIT’s School of Architecture and Planning. The seminar was part of their continuing education program for professionals. Titled, “Accessibility and Barrier-Free Design,” the course was specifically directed towards planners, designers, and representatives of public and private institutions and agencies concerned with compliance of federal law requirements.

As a practicing architect who is disabled, my initial intent when I enrolled in the program was to increase my storehouse of information about design for accessibility. After all, accessibility should be basic to all good design.

I also considered myself, as an architect, more sensitive to these issues than most. I was soon to discover that I had much to learn about myself and my surroundings.

As part of the seminar we were asked to take part in a sensitivity workshop session. All participants were to role-play a variety of handicaps while exploring portions of historic
Cambridge. I decided ahead of time to choose the wheelchair, thinking, falsely, as it turned out, that my past experience would give me an advantage. I also hoped I would avoid exhaustion, because walking long distances is difficult for me.

On the second day, each group member selected a specific disability which was to be assumed while we made our way through a diabolically plotted series of assigned tasks. These included: “Find the wheelchair route into the Pusey Library.” (This particular task turned into an overwhelming problem I was never able to solve). My encounter with the Harvard Square Newsstand (I was supposed to browse inside) became an exhaustive exercise in coping.

The experience generated many feelings in me. I struggled outwardly with a variety of “aesthetic” new and/or unrepaired “historic” paving materials, cross-grades, strange curb ramps, or, lack of them. There were utility poles strategically placed in the middle of curb ramps, and thresholds, door swings, carpet textures (the list seems endless). Inwardly, I became aware of a subtle sense of loss.

I found my attention directed downward by necessity to the immediate terrain I was attempting to negotiate. I couldn’t allow myself the luxury of enjoying urban spaces and people.

In effect, I became deprived of the opportunity to be a part of the environment around me. The quantity of the obstacles kept me from enjoying the quality of the historic surroundings. I had always thought I was able to handle such problems with a sense of humor. Now, I begin to feel vaguely frustrated and alienated. I was becoming self-absorbed with the task of reaching physical goals. The quality of the trip no longer mattered; what was important was just getting there. Priorities began to shift by necessity.

By the end of the day I was filled with anger. I was angry at anything and anyone that stood in my path of travel, and that anger was exhausting. Spontaneity became almost impossible; the feeling of choice eroded.

As the inaccessible environment forced me to become more dependent upon others for help, I began to feel like an infant. Often, people became overly helpful, or, when asked questions, would direct their response to the most able-bodied of our “group.”

Soon, I began to respond to my role. By learning to display “helplessness,” I quickly discovered I could get the assistance I needed. However, the price paid was dear. I found myself often being treated as a person with the maturity level of a small child.

The concept of needing one’s own personal territory became another hidden barrier I had not been aware of before. As I found myself attempting to function in a crowded environment, I soon discovered the increase in space required by the wheelchair. I was dependent upon a mechanical device for mobility. Using this device encroached upon people around me.

It is important to remember that the term, “mechanical device,” encompasses walking canes used by the blind, walkers, and crutches, as well as wheelchairs. For those like myself who have ambulatory difficulties, which involve an unnatural gait and lack of balance, more territory is required in order to feel “safe.”

While adapting to my role in a wheelchair, I became aware of behavior that was out of character for me as a person who walks. In an effort to compensate for my diminished for me as a person who walks. In an effort to compensate for my diminished stature, I began to be overly assertive.

Being in the wheelchair evoked condescension from those walking. I quickly learned I could behave in a childlike, brattish manner that would not be tolerated if I was walking.

Nevertheless, I encountered more hostility as population density increased. This feeling was particularly notable around subway accessways and areas subject to heavy pedestrian traffic.

All of us, as consumers, have the right to demand aesthetic and technical expertise from our architects and planners. We should also expect an understanding of the social benefits of accessibility and a willingness to include these benefits as goals for every design project.

Environments should be created that are accessible to all users to the greatest degree possible. Accessibility is not a negotiable requirement. What will then follow naturally will be an environment in which all people can function in a natural and spontaneous way.

I thought, as a disabled architect, I had an awareness of consumer needs. The seminar taught me I had much more to learn.

Carolyn Mano

Ms. Mano is a disabled architect in Arlington, Virginia.
WE CREATE architectural, attitudinal, transportation, participation, knowledge, and other barriers that deny the handicapped many of the same opportunities as the nonhandicapped. Because barriers limit our exposure to the handicapped, our understanding of them is also limited.

There are movements today aimed at breaking down these barriers for the handicapped, especially the physically handicapped. The focus has been on architecture and transportation. As these and other barriers are weakened, our understanding and acceptance of the handicapped will grow. We will change our perceptions of the handicapped. We will learn to recognize and emphasize their many strengths, just as we have learned to recognize and emphasize our own strengths.

For approximately the last two years a group of college students enrolled in an undergraduate course on the physically handicapped have experienced some of the barriers faced by the handicapped. Through these experiences they grew to admire and respect the strengths of the handicapped.

Students taking a three semester hour course entitled Special Education 253: Physically Handicapped could elect to confine themselves to a wheelchair for approximately 20 percent of their final grade. They were required to spend at least 24 hours in the wheelchair, had to verify their time, and had to summarize their feelings, problems faced, and the reactions of others in a brief written report. Eighty-seven students, representing 95 percent of all students enrolled in three different sections, chose this project. They were instructed that while in the wheelchair they had to engage in their normal, everyday activities. Time that they spent sleeping would not be counted. As a group they spent 3,717 hours in a wheelchair for an average of 43 hours. All wheelchairs were borrowed from various organizations and individuals. In the author’s more than eight years of college teaching, this course component was viewed by the students as being the most popular and most beneficial.

Initial reactions, although supportive to the assignment, were mixed. Many felt that it would be fun, some thought it was an easy way to get an “A.” Some felt that it would be an effective way to gain attention. Some viewed it as a challenge. Some were excited and looked forward to going different places and seeing people’s reactions to them. Additional students were apprehensive and reluctant. Others were eager to get it over. For some, the more they thought of it, the more they were convinced it was not a good idea.

Once their wheelchair experiences commenced, students immediately learned how difficult it was to move and maneuver a wheelchair. Lack of sufficient arm strength was a common problem. Arms got so tired that people could not move them. Hands became raw and blistered. Buttocks and legs constantly felt like pins and needles and became numb. Simply knowing what to do with their legs presented difficulties. Backaches and neckaches were common. Chest and shoulder muscles became stiff. As one student described it, a wheelchair is “a rather uncomfortable chair mounted on four wheels, two of which have a tendency to be pointing in the wrong direction, and usually propelled by the occupant with great pain and accompanying soreness by means of slippery hand rims attached to the two enormous side wheels.”

This initial problem of chauffeuring a wheelchair was compounded by the architectural barriers that were faced. The college students noted: curbs that were too high to navigate; steps leading into buildings; lack of ramps; bumpy pavement; steep hills; narrow doorways and aisles; telephones and water fountains that were too high; lack of elevators or elevator doors that closed too quickly; the void of suitable parking spaces or parking spaces reserved for the physically handicapped that were taken; bathroom stalls that were too narrow for a wheelchair or doors that could not be closed once the chair got into the stall; sink faucets that could not be reached; difficulty getting into a car or into a bed; closet racks and shelves that were too high; and difficulties in stores, such as merchandise in the aisles, counters that were
too high, and dressing rooms that were too small.

College students' reactions to these barriers, reactions of the public to the college students in wheelchairs, and personal reactions of the college students to the experiences will be explored. Perhaps the best way to do this is to simply list some of their comments.

Student reactions to the barriers they faced included:

- It became apparent that everything would take longer to do in a wheelchair. A short trip to the grocery store turned out to be a two hour fiasco.
- You are always at the mercy of other people.
- I found the apartment to be somewhat like an obstacle course. The first thing that I had to do was to move the furniture. I would have to move or make a lot of changes if I was permanently in a wheelchair.
- Unless I learned how to perfect wheelies the ride on the pavement would be very uncomfortable.
- Doorways were just barely big enough to get through. I had scraped knuckles by the end of the weekend.
- I had to use new muscles to iron (clothes) while sitting down.
- When I got stuck in a water hole, I had to wait for someone to come by and help.
- I was isolated in movie theaters because of sitting in the aisles.
- You must be organized when you go somewhere so you don't have to run back for things.
- I had to learn the hard way of restricting my intake of liquids.
- I can understand why most women in wheelchairs wear skirts instead of pants. Getting pants off and on is a problem.

The reactions of the public to the college students in wheelchairs included:

- The whole world seemed to be smiling at me wherever I went.
- Some people talk to you in baby talk.
- I guess since I was physically handicapped, she thought I was also mentally handicapped.
- In some stores the clerks were bending over backwards to help me, while in other stores they would never question me, only my friends.
- The waitress talked to the girl I was with instead of me.
- Most of the reactions wherever I went were stares.
- People seemed uneasy being close to me like they might catch something if they stood too close.
- My mother would not be seen with me. She said she was too embarrassed.
- I didn't see my boyfriend until I was out of the chair.

My date changed our plans from going out dancing to staying home playing cards and drinking beer.

People try to help too much.

Some friends felt it was deceitful to be in a wheelchair and not be handicapped.

They got tired pushing me around when we went out. They especially didn't like getting the chair in and out of the car.

Lastly, some personal reactions to the experiences cited were:

- This experience makes me realize what I take for granted.
- I have a better insight on what it's like to be truly handicapped. It gave me a deeper insight into how the handicapped person feels.
- My emotions ranged from embarrassment for those who are chained to a wheelchair, to frustration, to anger, to elation for having conquered a particular barrier.
- I enjoyed hitchhiking everywhere, getting rides from anyone.
- Forty-eight hours sounds like a short time; however, the dependence on others, change of routine, limitation of activities, new feelings, problems and surprising reactions of others, makes this time seem as though it was forever.
- I hated to get out of bed in the morning knowing I had to get into the wheelchair.
- I couldn't stand having my freedom taken away for even a short time.
- I respect and look highly upon the handicapped who have achieved a level of independence.
- Time went very slow. It was boring.

It was a good experience. I would do it again, but not for an extended period of time and only if the surroundings were barrier free.

Perhaps the type of experiences reported in this article could benefit us all—handicapped and nonhandicapped, young and old. We need not be college students. We can learn the importance of eliminating some of the barriers that deny the handicapped access to desired places. The experiences can help us to perceive the handicapped as they are, not as we think they are. We can discover that the handicapped are valuable members of our communities. They are simply asking for and deserve the same treatment as us.

The author wishes to thank the 87 students from Lock Haven State College, especially Candy R. Haldeman, who took part in this project and who shared their experiences with him.
EXAMPLE ONE
Disability Awareness Workshop

Destination:

You are a disabled visitor or employee at this site. Using the Site Inspection Checklist, evaluate the accessibility of the area and its programs.

1. Is parking available and clearly marked?
2. Can you get from the parking space to the site?
3. Can you get into the site? Are accessible entrances easy to find?
4. Can you get a drink of water, use the restroom and make a phone call?
5. How easy is it for you to participate in the programs offered (look at the exhibits, join in activities such as special events, etc.)? If you were hearing or visually impaired, are services available for your participation?
6. Can you find information about the site or other park areas that you may want to visit?
7. Is your experience limited to only one area of the site?
8. Are there any alternative provisions if you can’t go to all the areas?
9. Are there any hazards or safety problems that you noticed?
10. Is staff available and helpful?
11. Please make recommendations for barrier removal and set priorities.
EXAMPLE TWO

Group 1. You are a park visitor who is disabled (visually, mobility or hearing impaired), and you need to get assistance from the park police. Go to Park Police Headquarters and evaluate if you can (1) park your car, (2) get to the building, (3) use the telephone, (4) enter the building, and (5) obtain information. What could be done to improve this situation? Could you be employed here?

As time permits, use the Brief Accessibility Checklist to evaluate Fort Mason headquarters.

Group 2. You’ve been hired on the staff of YACC. Start your workday now. Imagine how you would get to work if you had a visual or mobility impairment. Then go to the building and see if it is accessible to you. What could you do to solve your problem(s) and still work for YACC?

As time permits, use the Brief Accessibility Checklist to evaluate Fort Mason Headquarters.

Group 3. You’ve been hired on the staff of GGNRA. Start your workday now. Imagine how you would get to work if you had a visual or mobility impairment. Are there adequate parking facilities? Then, go inside the building and get to your office on the second floor. Are the restrooms and drinking fountains accessible? What could you do to solve your problems as an employee of GGNRA?

As time permits, use the Brief Accessibility Checklist to evaluate Fort Mason headquarters.

Group 4. Your task is to evaluate if everyone in your group could eat at the Officer’s Club. Is parking available? How easy is it to get there? To get in? Obtain food? Sit at a table? What solutions can you suggest to solve your problem(s).

As time permits, use the Brief Accessibility Checklist to evaluate Fort Mason headquarters.

Group 5. You are a disabled (visually, mobility, or hearing impaired) park visitor. Go to the visitor center and see if a National Park Service employee can answer your questions about what park sites are most accessible, what trails are best used and what programs are offered.

As time permits, use the Brief Accessibility Checklist to evaluate Fort Mason headquarters.

Put each group’s instructions on a card to hand out at the beginning of the exercise.
A complete and comprehensive survey checklist is available in Volume II: A Technical Manual and from the Denver Service Center.

This checklist, however, is provided to give the reader an overview of the areas and features of a site which need to be accessible. It will be helpful for managers to use this checklist while making a brief survey of a site and its structures.

The brief survey will probably show many areas in need of improvement; thereby demonstrating why this Guide can become important to the task of upgrading the accessibility of historic sites.

<table>
<thead>
<tr>
<th>PARKING</th>
<th>Special Spaces</th>
<th>Reserved for handicapped visitors?</th>
<th>Extra-wide?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WALKS</td>
<td>Paths of Travel</td>
<td>Level, paved or stabilized, wide</td>
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<td></td>
<td></td>
<td>enough for a wheelchair, free</td>
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<td>from curbs, steps and obstacles?</td>
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<td></td>
<td>Walkways</td>
<td>Level, paved or stabilized, wide</td>
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<td></td>
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<td>enough for a wheelchair, free</td>
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<td></td>
<td></td>
<td>from curbs, steps and obstacles?</td>
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<tr>
<td>ENTRANCE</td>
<td>Primary Entrance</td>
<td>Accessible to wheelchairs?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Railings?</td>
<td></td>
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<tr>
<td></td>
<td>Alternate Entrance</td>
<td>Accessible to wheelchairs?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Railings?</td>
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<tr>
<td>MAIN FLOOR</td>
<td>Floors</td>
<td>Non-slip finish?</td>
<td></td>
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<tr>
<td></td>
<td>Carpeting</td>
<td>Anchored securely?</td>
<td></td>
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<tr>
<td></td>
<td>Doorways</td>
<td>Allow wheelchairs to pass through?</td>
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<td></td>
<td>Thresholds</td>
<td>Negotiated safely by wheelchairs</td>
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<td>and those with mobility impair-</td>
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<td>ments?</td>
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<td></td>
<td>Paths of Travel</td>
<td>Free from obstacles to wheelchairs</td>
<td></td>
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<td></td>
<td></td>
<td>and visually impaired people?</td>
<td></td>
</tr>
<tr>
<td>Other Floors Stairways</td>
<td>Have railings which can be grasped for stability?</td>
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<td></td>
<td>Carpeted or otherwise free from projected nosings (i.e., extensions of tread beyond risers)</td>
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<tr>
<td>Other Access</td>
<td>Provided for those in wheelchairs?</td>
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</table>

<table>
<thead>
<tr>
<th>Convenience Facilities Toilet Rooms</th>
<th>Permit entry by wheelchairs?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>One wide toilet stall?</td>
</tr>
<tr>
<td></td>
<td>Sink, mirror, soap and towel dispenser at height for wheelchairs?</td>
</tr>
<tr>
<td></td>
<td>One low urinal for wheelchairs?</td>
</tr>
<tr>
<td>Water Fountains</td>
<td>One low enough for wheelchairs?</td>
</tr>
<tr>
<td>Telephones</td>
<td>One low enough for wheelchairs?</td>
</tr>
<tr>
<td></td>
<td>Equipped with amplifying device for hearing impaired?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Elevators</th>
<th>Conform to modern specifications?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Provide room for wheelchair and attendant?</td>
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<tr>
<th>Warning Signals Emergency Alarms</th>
<th>Both audible and visual?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doors leading to dangerous areas</td>
<td>Properly identified?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identification Signs</th>
<th>Large letters on contrasting background, raised or recessed and located within reach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paths of travel</td>
<td>Indicated by International Symbol of Accessibility?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visitor Interpretation Exhibits</th>
<th>Able to be viewed from wheelchair?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appreciated by visually impaired persons?</td>
</tr>
<tr>
<td>Recordings</td>
<td>Have amplifying device for hard-of-hearing visitors?</td>
</tr>
<tr>
<td>Standard Verbal Interpretation</td>
<td>Also available in written transcript?</td>
</tr>
<tr>
<td>Written Visitor Information</td>
<td>Also available in simple terms for those with reading difficulties?</td>
</tr>
<tr>
<td>Alternate Accommodation</td>
<td>Provided if physical access is not possible?</td>
</tr>
<tr>
<td>Park Guide for Handicapped Visitors</td>
<td>Available which describes facilities--what, how and where?</td>
</tr>
</tbody>
</table>

EXAMPLE THREE
Buried Treasure

Note: The following (corny) clues led the group to buried treasure.

Your task is to find buried treasure at Fort Funston!

Go to the Observation Deck and open the attached envelope for your first clue.

Remember, try to involve all members of your group in the activity together.

From this deck you will see, all kinds of disabling potentialities.

As you begin your stroll you'll find you use many more muscles than you'll ever know.

You will need to rest — and our benches here are the best.

As you sit and gaze to the sea, we will tell you what your goal will be.

Your task at hand is to find treasure, buried in the sand!

At the top of the rise the next note brings you closer to your surprise.

Answer this question.

What famous team of brothers invented cough drops?

A. Smothers Brothers — Go to your right.
B. The Osmonds — Go backwards.
C. Orville and Wilbur Wright — Go to the hang-gliding area.
D. Smith Brothers — Go to your left.
Next go
to a dark and gloomy
and dismal sight.
Swallow your pride
and swallow your fright.

Within the depths
of this battery
you may have to feel
for what you cannot see!

The first turn has too much light.
It's the second cavern,
on your right.

Turn due south
and proceed to the table.
If you are able.

You're near at hand
Ye hardy mates.
The pit of sand
is the place!

X marks the spot!
If time, weather, or the site doesn't allow for extended facility exploration, another approach is to pose problems to small groups. After solutions have been brainstormed, a reporter from each group shares suggestions with everyone. Five possible topics relating to special populations follow.

A. You are the chief interpreter in a park in southern Arizona. The primary visitor season is during winter and the majority of the visitors are senior citizens. Very few of them seem interested or take part in the regularly scheduled, traditional interpretive programs which you spent so much time in developing. What can you do to provide programs and activities to meet their needs? (The average length of stay in the campground is 14 days.)

B. You are the chief of maintenance at a small historical site. Your maintenance crew consists of a YACC group and one assistant. The park has been given $10,000 for access improvements. Where would you start? How would you set priorities?

C. You are an interpreter/historian at a small park area featuring an historic structure. The building is three stories high and is not accessible to people using wheelchairs. (There are 10 steps to the front porch and an interior staircase.) What could be done to make this historic structure accessible, both physically and interpretively?

D. You have been assigned as an interpretive specialist to a park planning team responsible for designing a new visitor center in a large "natural" park. Your primary responsibility is coordinating facilities and services for special populations. What would you do?

E. You are a family on vacation. Your sixteen year old daughter has a mobility impairment and uses a wheelchair. The National Park Service sent you the guidebook Access, A Guide for Handicapped Visitors. You've already experienced difficulties in several parks that were listed as accessible. You're now camping at a large national park. Your daughter very much wants to attend an evening campfire presentation on wildlife. You've discovered that the campfire location is down a steep embankment and involves steps. What would you do?
After a film or presentation, the participants could be divided into small groups to discuss that particular topic or concern. The purpose to these discussion groups is to facilitate conversation between workshop participants; this is especially valuable if you have invited park users who are disabled to share their comments and criticisms of access as related to their park experiences.

Should the conversation begin to slack during this activity, the group facilitator can use the following list of other possible topics:

- It has been said over and over again by some park managers that the question of accessibility does not apply to their area since they have never "seen" a disabled individual at their particular site. Comments and reactions to this statement.

- Are you comfortable having people who are disabled visit your park? Do you feel that your staff is sensitive to the different needs of others?

- Do you notice any different sort of treatment from park personnel and yourself towards people who sit in wheelchairs, are visually or hearing impaired, older?

- If your park made changes in facility accessibility, how could that information be advertised?

- When you are informed that a senior citizens' group will be arriving at your park, and a special tour for that group would be desired, would a tour or walk be prepared any differently for this group of individuals?

- It has been said by some people that 10% of the backcountry should be paved and all historic structures should be made accessible. This would mean elevators and ramps in all of the historic homes and buildings and asphalt in Tuolumne Meadows. If money was not a factor, do you think these conditions should be met?

- There has been much discussion in recent years of "special" programming and "special" trails for the "special" populations in our park and recreation areas, i.e. Braille trails, talks for hearing impaired visitors, campgrounds reserved for disabled people only, etc. Looking at your park as a manager and interpreter, which situation would be preferred: integration of park services for everyone or segregation of services according to your perceived need?

- Do you foresee any major problems in employment of people who are disabled in your park?
5. VALUES CLARIFICATION EXERCISE

This exercise helps participants relate to various disabilities in a personal way and helps to identify the ability side of disability within each of us. Suggestion: do not spend extended time with this activity.

1. Ask participants to list 10-20 things they love to do. (Use the handout on the following page.) Emphasize that the list is personal, will not be shared with the group, and can include whatever a person wants.
2. Next, put a “T” by those activities you would prefer to do Together with somebody else, such as your spouse or best friend.
3. Put an “A” by those activities that you like to do Alone.
4. Put a “R” for those activities that involve a high Risk.
5. Put a “W” by activities you would be able to do if you used a Wheelchair.
6. For the rest of the columns, continue to mark those activities you could do if you were mobility impaired, visually impaired, mentally retarded, had a communications problem or other disability.
7. At the end of the exercise, discuss with the group anything they may have learned. Usually somebody will share the realization that no matter what the limitation, you will try to find a way to do what you love to do. It is possible to hang glide, rock climb or hike with any disability. You just have to be creative!
8. This exercise can be continued by considering and discussing the following ideas:
   a. Picture yourself waking up tomorrow with another disability. What limitation do you think you could adjust to most easily? Which would be the hardest for you?
   b. Think about the disability which would require the most adjustment and would be the hardest for you to cope with. Could you still do all the activities you love to do?
   c. Share with others your thoughts on why you chose your hardest disability and the things that influenced your decision (movies, being with a friend, etc.) How would you adjust? Look for the ability side of the disability. Could you with that disability still learn and do what is important to you?
THINGS I LOVE TO DO:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20.
6. AWARENESS TESTS

Another workshop activity is an awareness "test" for self knowledge. Either as part of the workshop or as a handout for the participants to complete later, the tests are used individually to introduce new information or to clarify some misconceptions. Samples 1 through 3 are provided with answer keys.
SAMPLE ONE

Use this quiz to test your knowledge on some mental and physical disabilities.

1. Slurred speech is usually an indication that the speaker has mental retardation.  
   ___T___F

2. When speaking to a person who is severely visually impaired, you should avoid words such as "see" and "look."  
   ___T___F

3. Approximately what percent of the population in the United States has some disability (visual, hearing, mobility, or mental impairment?)

4. When guiding a person who is visually impaired, the proper method is to hold their arm with your hand just above the elbow.  
   ___T___F

5. A person who is mentally retarded feels emotions just as intensely as does a person with normal intellect.  
   ___T___F

6. Do people who are legally blind have any kind of vision?  
   ___T___F

7. List three things in a typical park that are obstacles to a person using a wheelchair.

8. Approximately what percentage of people with visual impairments can read Braille?

9. Approximately what percentage of people who are deaf are mute?

10. A person with severe hearing impairment is the least handicapped of those who have some kind of physical or mental disability.  
    ___T___F

11. Most people who are visually impaired would rather go on a nature trail that is left "natural" than on one that is paved.  
    ___T___F

12. Briefly describe the assistance one should give when seating a person who is visually impaired.
SAMPLE ONE - ANSWERS

CORRECT ANSWERS FOR QUIZ QUESTIONS

1. F Many causes of slurred speech.
2. F Don't want special treatment; they use those words.
3. 20%
4. F They hold your arm just above the elbow.
5. T No damage to that part of the brain.
6. Yes Tunnel vision, travel vision, shadows, light and dark, extreme nearsightedness, etc.
7. Stairs, curbs, doors, restrooms, narrow or steep pathways, etc.
8. 5 - 10%
9. Much less than one percent - same incidence as for rest of population.
10. F Loss of ability to communicate with the rest of the world can be a drastic limitation, deaf/blind however are more isolated.
11. T Don't want or need to be pampered - can experience paved walks in the city.
12. Place their hand on the back of the chair.

SAMPLE TWO

TRUE/FALSE TEST -- TEST YOUR AWARENESS!!

T  F  1. Most people who are blind can read braille.

T  F  2. Varying colors to indicate changes in level or grade of the floor, ground, or on stairs, can make ambulation for visually impaired individuals easier.

T  F  3. A person with a learning disability has a below normal I.Q.

T  F  4. All people who are deaf use sign language.

T  F  5. When using sign language with a person with a hearing impairment, you should talk as well as use gestures and facial expression.

T  F  6. Without being asked, you should always offer to help a disabled person accomplish a task you would consider difficult for them.

T  F  7. There are no distinct physical characteristics that distinguish the majority of individuals with mental retardation.

T  F  8. Before orienting a person with a visual impairment to a new environment, it can help to walk around the area blindfolded with someone to determine meaningful visual, tactile and auditory clues.

T  F  9. Persons deaf from birth or early childhood are unable to speak (are "dumb" in addition to being deaf).

T  F  10. Because a person has difficulty speaking or has a limited speaking vocabulary, she/he will not be able to understand when spoken to.

T  F  11. The opportunity for persons to travel trails that are interpreted in such a way as to demand full use of all their senses in the experiencing of the environment can be an overwhelming, "overload" situation, and should be avoided.

T  F  12. Ask a person using a wheelchair and needing assistance exactly how his/her wheelchair works -- its features and idiosyncracies, and whether they want your help.

Yosemite Institute Inservice
January 1980
SAMPLE TWO - ANSWER SHEET

1. False
2. True
3. False
4. False
5. True
6. False
7. True
8. True
9. False
10. False
11. False
12. True
TEST YOUR DESIGNING FOR DEAFNESS AWARENESS

1. □ □ Acoustics is one of the most important architectural considerations for people with deafness.
2. □ □ In special schools for people with deafness, windows should be avoided everywhere maximum visual attention is required.
3. □ □ Choice of carpet is important when designing for persons who use hearing aids.
4. □ □ Elevators pose no particular problem for persons with deafness.
5. □ □ Good night lighting is especially important for people with deafness.
6. □ □ Flashing strobe fire alarms are the solution for warning deaf persons in case of fire or emergency.
7. □ □ People with deafness can converse better in smaller corridors than they can in wide ones.
8. □ □ Raised doorway thresholds may pose architectural hazards for people with deafness as well as for people who use mobility aids.
9. □ □ Seating in cafeterias, lobbies, and the like, for people with deafness should provide more than average opportunities for visual privacy.
10. □ □ In classroom situations, for example, it is desirable that the design of the room allow persons with deafness to have visual access to the door of the room.
11. □ □ Clear directional signs and symbols in public buildings are particularly essential for people with deafness.
12. □ □ Designing for people with deafness implies designing in much the same way as for people with vision impairments.

(over)

TEST YOUR ARCHITECTURAL BARRIER AWARENESS

1. □ □ Ramps are easier for everyone to use than stairs.
2. □ □ Most guide dogs stop at intersection curb cuts (wheelchair curb ramps).
3. □ □ Barrier-free buildings should have heat sensitive elevator controls (the kind that work just by touching a number which lights up).
4. □ □ The color used on stairways is a frequent cause of stairway accidents for many elderly and low-vision pedestrians.
5. □ □ Most people who are blind can understand direction signs in braille.
6. □ □ Even short nap carpets can cause barriers for wheelchairs.
7. □ □ Public rest room signage marked ‘Ladies’ and ‘Gentlemen’ may pose barriers to some persons who are mentally retarded.
8. □ □ If a door is wide, and if it has no threshold, it is accessible to wheelchairs.
9. □ □ A person with epilepsy or dizziness and fainting spells should have many bathroom grab bars.
10. □ □ Most elderly persons and persons with disabilities should have a telephone in their bathroom at home.
11. □ □ Some people suffer heat stroke in their shower or bathtub.
12. □ □ Facilities for elderly persons should be furnished with soft, overstuffed furniture.
13. □ □ Round doorknobs are generally the most difficult kind to use.
14. □ □ A dark sign with light lettering is generally easier to read than a light sign with dark lettering.

(over)
1. **FALSE** Many people prefer stairs and can use them more easily and safely than ramps.

2. **FALSE** Dogs are trained to stop at curbs; they may lead their masters into traffic, if a curb ramp is in their direct line of travel.

3. **FALSE** They are nearly impossible for blind persons to use; they may be especially deadly if used for wheelchair evacuation during a fire.

4. **TRUE** Low-contrasting colors can trick the eye and are found to be the cause of numerous stairway accidents.

5. **FALSE** At least 90% of persons who are blind cannot read braille.

6. **TRUE** Some short nap carpets have the nagging tendency to pull wheelchairs to one side as they roll over the carpet.

7. **TRUE** Some people are taught to distinguish between rest room facilities by the length of the word on the door: short word means MEN; long means WOMEN.

8. **FALSE** Doors can have many barriers: door handles may be difficult to work, doors may close too fast and too hard, doors may be too heavy to push open, etc.

9. **FALSE** Grab bars may be a dangerous obstruction during a fall. Cushioning the fall would be more effective.

10. **TRUE** Phones are often used to call for help and the bathroom is the most dangerous room in your house.

11. **TRUE** The heat from bath or shower water can cause heat stroke, especially in elderly persons. This may be prevented by lowering the hot water heater thermostat.

12. **FALSE** Soft furniture does not support the spine adequately; it may be nearly impossible for an elderly person to get up from.

13. **TRUE** Lever handles require much less hand and wrist action.

14. **TRUE** That's why most interstate freeway signs are dark green or blue with white letters.

For more information about solving your special architectural problems, write or call:

**INTERFACE**

SPECIAL POPULATIONS FACILITIES PLANNING CONSULTANTS
PO BOX 269, NORFOLK, VA. 23501
(804) 623-4347 TELEX 823490

---

1. **TRUE** Acoustics is important. A majority of persons with deafness use residual hearing, so reduction of ambient noise is imperative, especially for hearing aid users.

2. **FALSE** Windows allow people who cannot hear to maintain contact with nature and their environment, through their visual sense. There are better solutions like locating windows behind the immediate field of vision for example. Windowless rooms should be a last resort.

3. **TRUE** Synthetic carpets can produce static electricity, causing interference with hearing aid reception.

4. **FALSE** In an emergency, most people with deafness cannot use the standard telephone-like devices found in the majority of elevators to summon help.

5. **TRUE** Some people with deafness depend on seeing to maintain their sense of verticality. They may lose their balance in the dark, or in very dim light.

6. **FALSE** Flashing strobe alarms can cause epileptic seizures, may heighten panic during an emergency, can cause temporary blindness in case of a blackout, and may cause other serious problems as well.

7. **FALSE** Persons conversing manually space themselves further apart than people having a hearing conversation. Two people walking and signing cannot continue if they are not face-to-face, i.e., requiring wide halls.

8. **TRUE** People who are profoundly deaf tend to drag their feet and be susceptible to tripping accidents, as are people who use mobility aids.

9. **TRUE** A manual or lipreading conversation can be overseen and understood from a long distance away. Private and/or personal conversations require more than average opportunities for visual privacy.

10. **TRUE** This allows the person to detect new arrivals, and adds to his or her psychological comfort and security.

11. **TRUE** This is especially important if the person does not speak well or at all. Having to ask for verbal directions should be unnecessary.

12. **TRUE** People with deafness rely heavily on their sense of vision and require a well designed visual environment.

For more information about solving your special architectural problems, write or call:

**INTERFACE**

SPECIAL POPULATIONS FACILITIES PLANNING CONSULTANTS
PO BOX 269, NORFOLK, VA. 23501
(804) 623-4347 TELEX 823490
One of the challenges facing park management and planners is to reach a balance of facilities and services for visitors and at the same time "preserve and protect" the park resources. This becomes more complicated with budget and staff cutbacks: how do you stretch limited park and personnel budgets to cover basic maintenance, protection, interpretive activities, etc, and still meet our obligations to provide services and facilities to park visitors who are disabled? What factors do we consider? What are our priorities?

In this exercise, participants will be asked to role play various park visitors and employees and to make a value decision based on that character's feelings about the park. We've used a large natural area (Yosemite Valley) as an example, but the Values could be rewritten to reflect your park management issues. You'll be setting the stage for a simulated public involvement meeting.

Each workshop participant is given a Values sheet which lists two opposing viewpoints in park values. X is one extreme; Y is the other. Then each person is given a piece of paper with his/her new identity. After a few minutes, ask the group to line up at the front of the room according to how strong they feel toward the X or Y value. (Make a large paper X and tape it on one side of the room; a large Y on the other.) Volunteers are asked to come forward, introduce themselves, and "testify" to their beliefs and position.

At the end of the exercise, participants should be able to: 1) understand, in a visible manner, the wide diversity of needs, values and expectations of park visitors; 2) identify some of the problems and conflicts in determining how much physical and programmatic services should be provided for park visitors (especially park visitors who may be disabled); 3) perceive the need to include experts who are disabled in the park planning process and 4) recognize that there are no easy answers!

Adapted from a park planning exercise developed by Greg Moore, Chief of Interpretation, Golden Gate National Recreation Area.
YOSEMITE VALLEY VALUES

X-Value

The natural and scenic quality of Yosemite Valley should be the foremost consideration in its management. Development or uses which intrude in any way on the Valley's unique character should be removed. The Valley should be returned to the pristine natural condition that originally encouraged its preservation. The visitor should meet Yosemite on its terms, not vice versa.

The park should offer a chance for solitude for people to appreciate nature in an uninterrupted manner.

Y-Value

Yosemite Valley has been preserved for the enjoyment of everyone. Developments for comfort and access are necessary to ensure that all people can appreciate the Valley's beauty and natural terrain. A preserved Yosemite Valley means little if a variety of visitors can't enjoy it.

The park experience should be comfortable, and easy to appreciate with friends. Park personnel should provide programs and services to help visitors enjoy the area.

READ THE 2 STATEMENTS ABOVE: If X is one extreme and Y is the other, position yourself on the value line to indicate your feelings about the subject.
DAVID GAGE
Leader of "Youth Forward"

A civic group providing outdoor recreation opportunities for kids of disadvantaged or problem backgrounds.

SAM TRANSFERMEE
Park Superintendent

JOE FORWARD
Park Planner

MR. SEYMOUR BUCKS
President, local Chamber of Commerce.

I. C. PAST
Local county historian. You're most interested in the history of Yosemite and the preservation of its historic buildings.

MR. ANSI STANDARD
You work for the Architectural and Transportation Barriers Compliance Board and review federal facilities for accessibility.

NORS GLIDE
Cross country skier. Teaches classes to people who are visually impaired.

LOTTIE RACKET
Snowmobiler
SUSAN MEADOWLARK
Teachers Association for Deaf/Blind Schools

You are a school teacher for young children who are deaf and blind.

GEORGE REGULAR

Has come to the valley every Thanksgiving for years -- stays in low-cost cabins.

JOHN DOE
Father of 2 kids, and 1 dog.

You live about an hour’s drive away. Just recently you’ve discovered Yosemite as a family. One of your children is mentally retarded.

IMA THERE

Lives on private inholdings in the park.

STEVEN FREBORN
Young Counterculturalist

or “hippie.” Sunbathing is fun; nudebathing is better.

MISS ANGELA OLDER
Representative of Senior Citizens Association of California

You are concerned about the park’s accessibility and its provisions for elderly people.

MARY McCLEAN
Fresno Department of Recreation and Parks

You’d like Yosemite to provide facilities and programs to supplement city needs, especially for many community groups that would like to take outings to the park.
SARAH PEUTIC

Director of a recreation center for developmentally disabled youngsters.

ROBIN FAN

Birdwatcher

BERMUDA SHWARTZ

Traveling with family on national park tour. Has a heart condition and is overweight.

SAM TREED

Golfing is good; golfing in the valley is better.

HAPPY JOGGER

Park Ranger

MARILYN WHEELER

You are a park employee in the personnel division. You have a mobility impairment.

MRS. WINNY BAGO

Visits parks by recreation vehicle, of course.

MR. NATURAL

People are intrusions.
JOHN PEDLER
Bicyclist

SARAH ROUGHET
Organizes rock climbing expeditions.

VIBRAM SOULE
Member of Hikers' Club
You live near the park and frequently hike and backpack there.

MRS. BLANCHE WATSON
Tourist - Oklahoma City
You and your family are on vacation to the area and will soon visit Yosemite.

MS. SMITH
You are a lawyer who is deaf. You're very active in the Disability Law Resource Center. Recently you came to Yosemite and found that you were not able to participate in the naturalist led activities.

ROCKY SUMMIT
You guessed it - a rock climber.

GEORGE PRISTINE
Sierra Club - President, San Francisco Chapter
JUSTIN FORMEE  
Young wanderer living in Yosemite Valley; nobody else should.

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BETTY CROCKETT  
Homemaker with 2.2 children.

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SAKI OZAWA  
Japanese Tourist

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ROSILYN ROLLS  
You're visiting the park in a wheelchair.
8. PROGRAM ACCESSIBILITY

In the workshop agendas found in Section III, the emphasis has been on disability awareness and recognizing physical access problems. The second phase of training is providing information on programmatic alternatives where access has been determined to be impossible to achieve or won’t be accomplished for several more years. This is the area where the interpretive division at each park must come up with some creative solutions to these access problems.

The workshop is the ideal place to first look at physical access and then go back to evaluate if all disabled groups could participate. Questions such as the following could be raised: “How can hearing impaired people participate in the evening campfire program?,” “Can visually impaired visitors enjoy the museum?” or “How can mobility impaired visitors see the second floor of the house?”

A few ideas and resources on program accessibility are given in the Handout section. The workshop facilitator should be thoroughly familiar with the site and these program alternatives in order to suggest solutions that would work for his or her particular area. We recommend spending a portion of the workshop exploring these ideas.

Some Benefits of Program Accessibility

It has been estimated that as much as 42% of the general population benefits from increased accommodation. As we improve our programs and facilities, increasing opportunities for participation and services to disabled visitors, we are finding other visitors are better served as well.

TOUCHABLE components in exhibit areas will add excitement to the display to the entire audience.

LARGE LETTERING for visually impaired visitors will greatly assist children and many older visitors too.

LOCATING exhibits and signage at a good sight level for people using wheelchairs will open the exhibit further for children and others of short stature.

SIMPLIFIED LANGUAGE TEXT for hearing impaired visitors will allow more independent enjoyment of the display by children, visitors with reading disabilities, and some non-English speaking visitors.

AUDIO CASSETTE TOURS will open up exhibit information to visually impaired people, people with mental retardation, reading disabilities, visitors with severe physical limitations and others.

More materials on program accessibility will be sent to you as future additions to this Handbook. The 504 legislation demands access in programs and services; it does not require facility modification when programs can be made accessible by reasonable methods. Materials will emphasize techniques for making your programs and exhibits more accessible.
C. AUDIOVISUAL AIDS

POSTERS

• Human Policy Press
  P. O. Box 127
  Syracuse, New York 13210

  13 posters in bright colors with messages on attitudes on a wide range of disabilities.

• Canadian Rehabilitation Council for the Disabled
  1 Yonge Street, Suite 2110
  Toronto, Ontario
  Canada M5E 1E5

  3 excellent posters are available ($2.00 set) on attitudes towards the disabled.

RECORDS

• “Our Record” by Tom Hunter and Friends, 1979
  Human Policy Press
  P. O. Box 127
  Syracuse, New York 13210
  Cost: $6.00

  This is a sensitive, fun album which includes several songs about individual differences among people. One song addresses questions children have about disabilities, another song is about “seeing with my ears”. Many of these songs are excellent to use in service training to sensitize participants about disabilities or to help them learn about children’s concerns related to disabilities.

VIDEOTAPES

• The Division of Interpretation has unedited tapes of some of the workshops given at Golden Gate National Recreation Area. Panel discussions of disabled park visitors and speakers on various disabilities are on ½”, reel to reel, black and white videotape. These tapes could be used as training material. Please call the Division of Interpretation for further information.
GAMES

• BARRIERS, The Access Game
  Message Management Consultants
  P. O. Box 20010
  Indianapolis, IN 46220
  $6.00 plus postage

This is a board game designed to acquaint players with the problems faced daily by disabled people. It is a wheelchair race through a city obstacle course. While playing BARRIERS, participants obtain an insight into the difficulties disabled people may experience in shopping, eating out, mailing letters, finding an accessible restroom, etc. Designed for two to six players.

Wheelchair ramp is too steep! Roll one die.
If you roll ODDS, your wheelchair has fallen over...
LOSE TWO TURNS.
If you roll EVENS, your increased speed
ADVANCES YOU FOUR SPACES.

FILMS/SLIDE SHOWS

• “A Different Approach” 21 minutes
  The South Bay Mayor's Committee for Employment of the Handicapped
  2409 North Sepulveda Boulevard, Suite 202
  Manhattan Beach, CA 90266
  Cost: 16 mm Film: $275
  (also available in videotape and captioned for deaf persons)

Available on a free loan basis from:
Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709

This film promotes the abilities of people with disabilities. The producer proves to his employer that serious thought with humorous overtones can be an effective way to approach attitude change. He does this by using several approaches including the television news “interview” approach with people extolling handicapped people’s abilities and the “comparison” test” approach in which a housewife tries to identify an item made by a disabled person. This is an excellent general purpose film for community members as well as general parks and recreation staff.
• "Play Hard, Play Fair, Nobody Hurt"
  New Games Foundation
  P. O. Box 7901
  San Francisco, CA 94120
  (415) 664-6900
  Rental: $ 30.00 plus shipping

This 30 minute slide show with a synchronized cassette tape, presents a thorough introduction to New Games. The slide show demonstrates many activities of New Games in a fast moving and fun program. It covers the history and philosophy of New Games Foundation, events and trainings, refereeing and many games-in-action. This slide show is ideal for training, and in-depth exposure to New Games concepts especially in large group settings. Since the New Games approach is non-competitive, it is an ideal modality for integrating disabled and non-disabled players.

• "A Touch of Hands"
  The Stanfield House
  12381 Wilshire Blvd.
  Suite 203
  Los Angeles, CA 90025
  (213) 820-4568
  Rental: $ 35.00
  Purchase: $ 375.00

This film demonstrates how to guide children towards a positive self-image and a mutual acceptance of each other. Through the magical appeal of puppetry, a sensitive art therapist works with a group of disabled and able-bodied children in the creation of a puppet show. The expressive arts are a beautiful modality to use in facilitating participants' acceptance of individual differences. Puppetry and creative dramatics provide an opportunity for each child to express his/her own uniqueness through individual and cooperative efforts. Techniques which can be used to achieve these goals are presented and discussed in the film.

• "Out of the Shadows"
  VISUCOM Productions, Inc.
  P. O. Box 5472
  Redwood City, CA 94063
  (415) 364-5566
  Rental: $ 50.00
  Purchase: $ 380.00

This is an excellent film completed in conjunction with the San Francisco Recreation Center for the Handicapped. It can be used for inservice training. The value of recreation for disabled individuals is highlighted as well as techniques to improve living skills of people with a variety of disabilities.
• “What Do You Do When You Meet a Blind Person?”
  American Foundation for the Blind, Inc.
  15 W. 16th Street
  New York, NY 10011
  (212) 620-2000
  Rental: $ 25.00  13½ minutes
  Purchase: $ 140.00

  A light touch personifies this film which demonstrates the right and wrong ways of dealing with blind people in various situations.

  The film shows Phil, a well-meaning but ill-informed character, who meets his first blind person on a busy New York street corner. During the film, Phil faces what are monumental problems for him - problems like walking, talking and dining with a blind person. With the help of a friendly narrator, and some cinematic tricks, everything works out fine for Phil and the audience.

• “Crip Trips”
  Available on loan from the Division of Interpretation, Western Regional Office. (415) 556-3184

  A sixteen minute film about several people with physical disabilities and their feelings about their lives.

• “The Surest Test”
  Available on loan from the Division of Interpretation, Western Regional Office. (415) 556-3184

  A twelve minute film which demonstrates accessibility difficulties that can be encountered in buildings by people in wheelchairs.

Note: The films listed above are just a few that we have seen and liked or have been recommended to us. Many other excellent training films are available. The 1980-81 Rehabfilm Rental Catalogue lists 91 titles of audiovisuals relating to disabilities and is available from: REHABFILM, 20 West 40th Street, New York, NY 10018.

Agencies listed under Section IV. RESOURCES, A. NATIONAL ORGANIZATIONS, will also provide information on recommended audiovisuals.
IV. RESOURCES
A. NATIONAL ORGANIZATIONS

Appearing in this section are the names of national organizations, information/data banks (starred*), federal agencies, and professional and trade organizations which serve disabled people.

For a complete reference to national level organizations which respond to inquiries from the public and professionals on various disabilities, write for the "Directory of National Information Sources on Handicapping Conditions and Related Services." A description of the services of 285 organizations are given in this comprehensive reference. For a free copy of the 1980 edition of the "Directory," contact: Clearinghouse on the Handicapped, Office of Handicapped Individuals, Room 338 D, HHH Building, Washington, D.C. 20201.
NATIONAL ORGANIZATIONS

*ACCENT ON INFORMATION
P. O. Box 700
Bloomington, Illinois 61701
(309) 378-2961
Disabling condition served: All disabilities; primarily persons with physical disabilities

A. G. BELL ASSOCIATION FOR THE DEAF, INC.
3417 Volta Place, N. W.
Washington, D. C. 20007
(202) 337-5220
Disabling condition served: Deafness and hearing impairments

*AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED
Information and Research Utilization Center
1201 16th Street, N. W.
Washington, D. C. 20036
(202) 833-5541
Disabling condition served: All disabilities

AMERICAN ART THERAPY ASSOCIATION
428 East Baltimore Street
Baltimore, Maryland 21202
(301) 528-4147
Disabling condition served: All disabilities

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY
5101 Wisconsin Avenue, N. W.
Washington, D. C. 20016
(202) 685-5400
Disabling condition served: Mental retardation

AMERICAN COALITION OF CITIZENS WITH DISABILITIES
1200 15th Street, N. W.
Suite 201
Washington, D. C. 20005
(202) 785-4265
Disabling condition served: All disabilities

AMERICAN COUNCIL OF THE BLIND
Suite 506
1211 Connecticut Avenue, N. W.
Washington, D. C. 20036
(202) 833-1251
Disabling condition served: Blindness, visual impairments, deaf-blindness
AMERICAN FOUNDATION FOR THE BLIND
15 W. 16th Street
New York, New York 10011
(212) 620-2000
Disabling conditions served: Blindness, visual impairments and deaf-blindness

ARTHITIS FOUNDATION
3400 Peachtree Road, N. E.
Suite 1101
Atlanta, Georgia 30326
(404) 266-0795
Disabling conditions served: Arthritis

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
4156 Library Road
Pittsburgh, Pennsylvania 15234
(412) 341-1515
Disabling condition served: All learning disabilities

ASSOCIATION FOR RETARDED CITIZENS
National Headquarters
2709 Avenue E East
Arlington, Texas 76011
(817) 261-4961
Disabling condition served: Mental retardation

BOY SCOUTS OF AMERICA
Scouting for the Handicapped Division
P. O. Box 61030
Dallas-Ft. Worth Airport, Texas 75261
(214) 659-2108
Disabling condition served: All disabilities

BUREAU OF EDUCATION FOR THE HANDICAPPED
Office of Education, HEW
400 Maryland Ave., S. W.
Washington, D. C. 20202
(202) 245-2709
Disabling condition served: All disabilities

CENTER ON HUMAN POLICY
Syracuse University
216 Ostrom Avenue
Syracuse, New York 13210
(315) 423-3851
Disabling condition served: All disabilities

CLEARINGHOUSE ON THE HANDICAPPED
Office of Handicapped Individuals, HEW
Room 338 D, Hubert Humphrey Building
Washington, D. C. 20201
(202) 245-1961
Disabling condition served: All disabilities
*CLOSER LOOK

Parent's Campaign for Handicapped Children and Youth
Box 1492
Washington, D. C. 20013
(202) 833-4160
Disabling condition served: All disabilities

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia 22091
(800) 336-3728
Disabling condition: All disabilities

EPILEPSY FOUNDATION OF AMERICA
1828 L Street, N. W. No. 406
Washington, D. C. 20036
(202) 293-2930
Disabling condition served: Epilepsy and seizure disorders

GIRL SCOUTS OF THE U. S. A.
Scouting for Handicapped Girls Program
830 Third Avenue
New York, New York 10022
(212) 940-7500
Disabling condition served: All disabilities

GOVERNOR’S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
State Capitol
or write
President’s Committee on Employment of the Handicapped
Washington, D. C. 20210

HUMAN RESOURCES CENTER
Willets Road
Albertson, New York 11507
(516) 747-5400
Disabling condition served: All physical handicaps and mental retardation

THE JOSEPH P. KENNEDY, JR. FOUNDATION
(Emphasis Special Olympics)
1701 K Street, N. W.
Suite 205
Washington, D. C. 20006
(202) 331-1731
Disabling condition served: Mental retardation

MAINSTREAM, INC.
1200 15th Street, N. W.
Washington, D. C. 20005
(202) 833-1136
Disabling condition served: All disabilities
MENTAL HEALTH ASSOCIATION
1800 North Kent Street
Arlington, Virginia 22209
(703) 528-6405
Disabling condition served: Mental and emotional disorders

MENTAL HEALTH MATERIALS CENTER
30 East 29th Street
New York, New York 10016
(212) 889-5670
Disabling condition served: Mental and emotional disorders

MUSCULAR DYSTROPHY ASSOCIATION OF AMERICA
810 7th Avenue
New York, New York 10019
(212) 586-0808
Disabling condition served: Muscular dystrophy and associated disorders

NATIONAL ARTS AND THE HANDICAPPED INFORMATION SERVICE
Arts and Special Constituencies Project
2401 E. Street, N. W.
Washington, D. C. 20506
(202) 634-4284
Disabling condition served: All disabilities

NATIONAL ASSOCIATION FOR VISUALLY HANDICAPPED
305 East 24th Street, 17-C
New York, New York 10010
(212) 889-3141
Disabling condition served: Partial vision

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue
Silver Spring, Maryland 20910
(301) 587-1788
Disabling condition served: Deafness, hearing impairment, deaf-blindness

NATIONAL CENTER FOR A BARRIER FREE ENVIRONMENT
1400 Connecticut Avenue, N. W.
Suite 1006
Washington, D. C. 20036
(202) 466-6896
Disabling condition served: All physical handicaps

NATIONAL CENTER FOR LAW AND THE HANDICAPPED
P. O. Box 477
University of Notre Dame
Notre Dame, Indiana 46556
(219) 283-4536
Disabling conditions served: All disabilities
**NATIONAL CLEARINGHOUSE FOR MENTAL HEALTH INFORMATION**
11A-33 Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20857
(301) 443-4513
Disabling condition served: Mental and emotional disorders

**NATIONAL CLEARINGHOUSE ON AGING**
Administration on Aging, HEW
330 Independence Avenue, S. W.
Washington, D. C. 20201
(202) 245-2158
Disabling condition served: All handicaps, although information is limited to aging persons

**NATIONAL EASTER SEAL SOCIETY**
2023 W. Ogden Avenue
Chicago, Illinois 60612
(312) 243-8400
Disabling condition served: All disabilities

**NATIONAL FEDERATION OF THE BLIND**
1800 Johnson Street
Baltimore, Maryland 21230
(301) 659-9314
Disabling condition served: Blindness

**THE NATIONAL FOUNDATION -- MARCH OF DIMES**
1275 Mamoraneck Avenue
White Plains, New York 10605
(914) 428-7100
Disabling condition served: Congenital defects and genetic disorders

**NATIONAL LIBRARY SERVICES FOR THE BLIND AND PHYSICALLY HANDICAPPED**
Library of Congress
1291 Taylor Street, N. W.
Washington, D. C. 20542
(202) 287-5100
Disabling conditions served: Blindness and visually impaired

**NATIONAL MULTIPLE SCLEROSIS SOCIETY**
205 East 42nd Street
New York, New York 10017
(212) 986-3240
Disabling condition served: Multiple sclerosis and related diseases

**NATIONAL SOCIETY FOR AUTISTIC CHILDREN**
1234 Massachusetts Avenue, N. W.
Suite 1017
Washington, D. C. 20005
(202) 783-0125
Disabling condition served: Autism
NATIONAL REHABILITATION ASSOCIATION  
1522 K Street, N. W.  
Washington, D. C. 20005  
(202) 659-2430  
Disabling condition served: All disabilities

NATIONAL THERAPEUTIC RECREATION SOCIETY  
1601 Kent Street  
Arlington, Virginia 22209  
(703) 525-0606  
Disabling condition served: All disabilities

NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION  
4024 62nd Street  
Woodside, New York 11377  
(212) 898-0976

*OUTDOOR RECREATION TECHNICAL ASSISTANCE CLEARINGHOUSE  
Heritage Conservation and Recreation Service  
Department of the Interior  
Washington, D. C. 20240  
(202) 343-7962

PRESIDENT’S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED  
1111 20th Street, N. W. 6th floor  
Washington, D. C. 20210  
(202) 653-5044  
Disabling condition served: All disabilities  
*Note: Excellent free magazine "Disabled USA" will be sent on request.

REGISTRY OF INTERPRETERS FOR THE DEAF, INC.  
814 Thayer Avenue  
Silver Spring, Maryland 20910  
(301) 588-2406  
Disabling condition served: Deafness, hearing impairments

*SMITHSONIAN SCIENCE INFORMATION EXCHANGE  
1730 M Street, N. W.  
Washington, D. C. 20036  
(202) 381-4211  
Disabling condition served: All disabilities

SPINAL CORD INJURY FOUNDATION  
369 Elliot Street  
Newton Upper Falls, MA 02164  
(617) 964-0521  
Disabling condition served: Spinal cord injuries caused by trauma and disease
*THERAPEUTIC RECREATION INFORMATION CENTER
Dept. of Physical Education and Recreation
University of Colorado
Box 354
Boulder, Colorado 80309
(303) 492-7333
Disabling condition served: All disabilities

UNITED CEREBRAL PALSY ASSOCIATION
66 E. 34th Street
New York, New York 10016
(212) 481-6300
Disabling condition served: Cerebral palsy
ORGANIZATIONS WHICH PROVIDE INFORMATION AND/OR PUBLICATIONS ON RECREATION/SPORTS FOR DISABLED PERSONS

AMERICAN ATHLETIC ASSOCIATION OF THE DEAF
3916 Lantern Drive
Silver Spring, MD 20902
(301) 942-4042

AMERICAN BLIND BOWLING ASSOCIATION
150 N. Bellaire Avenue
Louisville, KY 40206
(502) 896-8039

AMERICAN CAMPING ASSOCIATION
Bradford Woods
Martinsville, IN 46151
(317) 342-8456

AMERICAN WHEELCHAIR BOWLING ASSOCIATION
2424 N. Federal Highway, No. 109
Boynton Beach, FL 33435

BLIND OUTDOOR LEISURE DEVELOPMENT (BOLD)
533 E. Main Street
Aspen, CO 81611
(303) 925-8922

INDOOR SPORTS CLUB
1145 Highland Street
Napoleon, OH 43545
(419) 592-5756

INTERNATIONAL COMMITTEE OF THE SILENT SPORTS
Gallaudet College
Florida Avenue and Seventh St., N. E.
Washington, D. C. 20002
(202) 447-0343 (TTY)
(202) 447-0841 (Voice)

LEISURE INFORMATION SERVICE
Hawkins and Associates, Inc.
729 Delaware Avenue, S. W.
Washington, D. C. 20024
(202) 554-9067
NATIONAL FOUNDATION FOR HAPPY HORSEMANSHIP
FOR THE HANDICAPPED
Box 462
Malvern, PA 19355
(215) 644-7414

NATIONAL HANDICAPPED SPORTS AND RECREATION ASSOCIATION
Capitol Hill Station
P. O. Box 18664
Denver, CO 80218
(303) 978-0564

NATIONAL INCONVENIENCED SPORTSMEN'S ASSOCIATION
3738 Walnut Avenue
Carmichael, CA 95608
(916) 484-2153

NATIONAL RECREATION AND PARK ASSOCIATION
1601 North Kent Street
Arlington, VA 22209
(703) 525-0606

NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION
40-24 62nd Street
Woodside, NY 11377
(212) 898-0976

NATIONAL WHEELCHAIR BASKETBALL ASSOCIATION
110 Seaton Center
University of Kentucky
Lexington, KY 40506
(606) 257-1623

NORTH AMERICAN RIDING FOR THE HANDICAPPED ASSOCIATION, INC.
P. O. Box 100
Ashburn, VA 22011
(703) 777-3540

SPECIAL OLYMPICS
JOSEPH P. KENNEDY FOUNDATION
1701 K Street, N. W., Suite 203
Washington, D. C. 20006
(202) 331-1346

UNITED STATES DEAF SKIERS ASSOCIATION
159 Davis Avenue
Hackensack, NJ 07601
Mr. Don Fields, contact
Below is a listing of a few Western Regional organizations:

ENVIRONMENTAL TRAVELING COMPANIONS
Fort Mason Center
Building C, Room 3B
San Francisco, CA 94123
(415) 474-7662
This organization provides information on access to the wilderness to people with special needs.

BERKELEY OUTREACH RECREATION PROGRAMS
605 Eshelman Hall
University of California
Berkeley, CA 94720
(415) 849-4662
This agency sponsors local recreation programs and wilderness trips which include white water rafting, skiing for visually and mobility impaired, etc. They can also coordinate workshops for community groups.

RECREATION CENTER FOR THE HANDICAPPED
207 Skyline Blvd.
San Francisco, CA 94132
An extensive collection of handouts and background information on the center, their programs, and some leadership skills are available. Write the center for titles and price list.

TARGET ACCESS
Department of Recreation and Leisure Studies
San Jose State University
San Jose, CA 95192
(408) 277-2812
Materials on mainstreaming recreation activities are available; an in-service training guide for recreation leaders has been developed.

"WE CAN"
Neil Miller
P. O. Box 357
Vacaville, CA 95688
(707) 446-2092
Dr. Miller has organized camping trips for disabled youth in state and national parks, and has a wealth of ideas for programmatic improvements for special events.
CENTER FOR INDEPENDENT LIVING
2539 Telegraph Ave.
Berkeley, CA 94704  (415) 841-4776
This group is active in providing services to disabled people in the Bay Area.
The Disability Law Resource Center can provide information on 504 regulations.

CENTER FOR MULTISENSORY LEARNING
Lawrence Hall of Science
University of California
Berkeley, CA 94720
(415) 642-3679
Science enrichment materials are available for physically impaired, learning disabled, and visually impaired students and their non-disabled peers. The Center serves educators of the disabled both locally and nationwide.
E. COMMUNITY ORGANIZATIONS

Many of the previously listed national organizations have local affiliates. You can write directly to the national office for information; or, check your local telephone directory to see if local groups exist in your area.

In urban areas, the yellow pages of the telephone directory are an excellent source of information to help locate groups working with disabled individuals. For example, in the San Francisco directory, under the "Social Services and Welfare Organizations" section of the yellow pages, over 50 local organizations serving the disabled population are listed.

After you have made contact with a local community group, we recommend you keep a record of the services they can provide. The following form can be duplicated so that this information is available to park staff.

This list can be helpful to you in several ways. It identifies resource persons who can help give training programs or evaluate site and program accessibility. Many parks have already invited local disabled park users to participate as members of their Special Populations Committee. It can also be useful to you when you need to inform local users of facility accessibility improvements or new programs.
C. DIVISION OF INTERPRETATION LIBRARY -- WESTERN REGIONAL OFFICE

The following books are recommended reading and are good additions to your park library. All are available for review or loan from the Division of Interpretation, Western Regional Office (415) 556-3184. A listing of other books in the Division’s Special Populations library follows this annotated listing.

As we find other good books, we will send this information to you. Likewise, please let us know of any material or resources you have found useful.
• WHAT'S THE DIFFERENCE? Teaching Positive Attitudes Toward People with Disabilities
  By Ellen Barnes, Carol Berrigan, and Douglas Biklen. 1978.
  Human Policy Press
  P. O. Box 127
  Syracuse, New York 13210
  $6.00, plus postage

An excellent book for use by anyone interested in changing attitudes toward disabilities. The book gives over 90 activities to stimulate acceptance of individual difference and to discuss information about people with disabilities. The Resource section is outstanding offering information about disabilities including personal accounts, children’s books, recommended pamphlets, articles, materials and a listing of organizations and multimedia for each disability.

• ATTITUDES TOWARDS PERSONS WITH DISABILITIES: A COMPENDIUM OF RELATED LITERATURE
  Research and Utilization Institute
  National Center on Employment of the Handicapped
  Human Resources Center
  Albertson, New York 11507

This compendium of literature is excellent in scope and depth of coverage on attitudes. Abstracts are presented in the areas of techniques of changing attitudes, social interaction, and employer attitudes. The abstracts include how the research was carried out, the significance of the study and the results. Included in this book is a listing of Human Resources Publications and many books and journals from which abstracts were drawn.

• THE SOURCE BOOK FOR THE DISABLED
  Edited by Glorya Hale. 1979.
  Grosset and Dunlap
  51 Madison Ave.
  New York, New York 10010
  $9.95

This is a well illustrated guide to independent living for individuals with physical disabilities, their families and friends. A wide range of topics are discussed including self help devices, architectural designs, wheelchair repair, sexuality, and recreation and leisure services. An annotated bibliography of literature, resource agencies and organizations adds to the application of this publication.
• HANDICAPPING AMERICA: BARRIERS TO DISABLED PEOPLE  

Harper and Row Publishers  
New York

An important book which is concerned with the attitudes towards disabled people that handicap their ability to be productive citizens. An extensive resource list outlines organizations and government programs concerned with disabled individuals.

• CHILDREN'S EXPERIMENTAL WORKSHOP  

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D. C. 20402  
Stock Number: 024-005-00735-1

This book shows how a creative arts program for disabled children at Glen Echo Park (National Capitol Park) was created, implemented and evaluated. It is generously illustrated with delightful pictures of the activities. The text gives the history of the project, a description of a day at the center, an interview with an instructor, a helpful “Doing It” section which gives clear, illustrated instructions for projects (pottery, puppets, story telling, weaving, batik and earth color paintings) and a resource section. Park and recreation personnel will find this book an excellent source of ideas and inspiration for program planning in the creative arts.

• SCIENCE EDUCATION AND THE PHYSICALLY HANDICAPPED  

National Science Teachers Association  
1742 Connecticut Avenue  
Washington, D. C. 20009  
Stock Number: 471-14760  
$6.00

A collection of articles written by prominent members of the educational community, this reference gives basic background information and educational philosophy of science education for disabled students. Useful as a reference work; it is limited in application to recreational activities. One section, “Extending the Science Program Beyond the School” does explore the benefit of nature centers and parks as a setting for science education.
• GAMES, SPORTS AND EXERCISES FOR THE PHYSICALLY HANDICAPPED

  Lea and Febiger
  Philadelphia

  Contents include: Understanding the Physically Handicapped; Brief History of Therapeutic Exercise; Historical Background of Wheelchair Sports; A Survey of Prevalent Defects; Analysis of Exercise and Activity Programs; Adapted Sports, Games and Activities; and Low Organization Games. The section on adapted games gives valuable information on equipment and advice on how to make the active sports (such as skiing, canoeing, horseback riding, archery) accessible to everyone.

• EVERYBODY COUNTS! A Workshop Manual to Increase Awareness of Handicapped People

  The Council for Exceptional Children
  Publication Sales
  1920 Association Drive
  Reston, VI 22091
  $12.50 plus postage

  This workshop is designed as an initial experiential learning strategy to assist groups toward a fuller understanding of the needs and desires of disabled individuals. It provides directions, suggested materials, handouts for participants, and discussion guide for 25 simulation activities that allow participants to feel what it is like to be disabled. Part I of the Manual focuses on experiential activities, which include structured exercises, role playing and community experience. A tape cassette is included: “An Unfair Hearing Test.” (Note: ten of the activities are duplicated in this Handbook in the Sensitivity Awareness Activities section.)

• WHAT IF YOU COULDN’T...? An Elementary School Program about Handicaps
  Developed by the Children’s Museum of Boston with WGBH Boston. 1978.

  Children’s Museum
  300 Congress Street
  Museum Wharf
  Boston, MA 02210

  The purpose of the unit is to create an awareness and sensitivity among non-disabled children and teachers alike to the needs of handicapped children. The kit provides access to real information with hands-on interaction, support, values clarification, and answers to questions that can prevent common misconceptions. The activities develop the attitude that handicapped persons are people first and disabled second.
The kit is divided in seven major areas. These are: an opening unit which explores common differences and similarities among all children; visual impairments; hearing impairments, mental retardation; learning disabilities; emotional problems; orthopedic handicaps. Each of the units has a series of sequential activities; a separate teacher’s guide, included with each unit provides suggested activities and background information on the specific disability.

Note: The Division of Interpretation has the Evaluation package which contains one each of the 7 guides plus all materials for teaching the opening unit, “Some Ways the Same, Some Ways Different.” This is available for loan.

• WHAT DO YOU DO WHEN YOUR WHEELCHAIR GETS A FLAT TIRE?
Questions and Answers About Disabilities
Douglas Biklen and Michele Sokoloff, Editors. 1978.

Scholastic Book Services
Feeling Free Series
904 Sylvan Ave.
Inglewood Cliffs, NJ 07632

“What do you do when your wheelchair gets a flat tire? This is one of the questions about disabilities that was asked by kids all over the country. Hundreds of other questions were asked too. In this book, many of these questions are answered by the people who know best -- the disabled kids themselves. You will learn what it is like to be blind, deaf, retarded, and physically disabled. Even more important, you will get to know the kids who answered these questions -- their likes and dislikes, fears, joys, and not only what makes them different, but also what makes them like everybody else.”

• HANDICAPPED REQUIREMENTS HANDBOOK

Federal Programs Advisory Service
2120 L Street, N.W.
Suite 210
Washington, D’ C. 20037

This Handbook compiles all essential information and requirements related to section 504 of the Rehabilitation Act of 1973, as amended. It consists of two sections: the Basic 504 Compliance Guide that outlines and analyzes fundamental requirements and standards applicable to all federal fund recipients; and the Agency Requirement Chapters. Included in the Handbook as appendix materials are a glossary, an annotated bibliography, a copy of all pertinent regulations, a set of ANSI standards, a discussion of relevant court cases, and a complete index. A monthly newsletter supplements this information.

Note: Due to the cost of this 504 Handbook ($80.00) we recommend, if you have questions on 504 compliance, to please call the Division of Interpretation or the appropriate Regional Office Division. The Handbook can be used to research your questions or we can call the Federal Programs Advisory Service directly.
• BARRIERS AWARENESS SERIES

"The Invisible Battle: Attitudes and Disability"
"Beyond the Sound Barrier" -- hearing impaired or deafness
"Free Wheeling" -- attitudes towards people who use wheelchairs
"Counterpoint" -- attitudes of disabled people to nondisabled people
"Dignity" -- mental retardation
"Overdue Process" -- providing legal services to disabled clients
"Sense Ability" -- blind or partially sighted
"Inside Out" -- hidden disabilities

Regional Rehabilitation Research Institute
on Attitudinal, Legal and Leisure Barriers
George Washington University
1828 L Street, N. W. Suite 704
Washington, D. C. 20036
50 cents each

Note: This series of booklets accompanies this training package as we felt the information they offer is extremely valuable.

• ACCESS TO THE PAST: MUSEUM PROGRAMS AND HANDICAPPED VISITORS

American Association for State and Local History
1400 Eighth Avenue South
Nashville, Tennessee 37203
$7.95/$5.95 to AASLH members

Access to the Past is the first book written to help museums and historical agencies resolve the conflict between their obligation to preserve the integrity of historic structures under the Historic Preservation Act of 1966 and to make them accessible to disabled persons under Section 504 of the Rehabilitation Act of 1973. Types of programs considered include: museums, guided tours, libraries, publications, education, outreach, special events, historic preservation, and site marking. Types of accessibility include: alternative interpretation of inaccessible areas, improvements in exhibit design, redistribution of space, structural modification such as ramps, elevators, and accessible restrooms, and training staff to recognize and meet the needs of disabled persons.

• IS THERE LIFE AFTER 504?
Developed by Janet Kamien, Amy Goldbas, Susan Porter 1980.

Children's Museum
Museum Wharf
300 Congress Street
Boston, MA 02210
(617) 426-6500
An up-beat, well written guide to making a museum and its programs accessible. Helpful ideas are given on the following topics: evaluating buildings and programs; locating and making good use of advisors and consultants; training staff to deal successfully with disabled visitors; taking advantage of the resources and expertise already available; working with a wide range of disabilities; and understanding various disabilities and their ranges.

The guide has further information and anecdotes in columns next to the main text: this combination makes the booklet an excellent resource for ideas and suggestions on physical and programmatic accessibility. It demystifies 504 and its impact to museum programs.

• HOW TO MAKE FRIENDS AND INFLUENCE THE MEDIA. 1979.

Institute for Informational Studies
200 Little Falls St. Suite 104
Falls Church, Virginia 22046
Cost: $2.50

This resource is intended to aid those responsible for public information and advocacy efforts. Information is given on how to define objectives, how to identify specific publics and how to select and assess the type of media to best serve your purposes. An introductory section on the "Language of Disability" and dispelling negative images is excellent.
BOOKS AND TRAINING AIDS AVAILABLE FOR LOAN FROM
DIVISION OF INTERPRETATION, WESTERN REGIONAL OFFICE

Access National Parks, A Guide for Handicapped Visitors,

Access to Recreation, A Report on the National Hearing on Recreation
for Handicapped Persons, Office of Human Development, H.E.W.

Arts and the Handicapped, An Issue of Access, Educational Facilities
Laboratory, National Endowment for the Arts, 1975.

Camping and Environmental Education for Handicapped Children and Youth.

Characteristics of Special Populations: Implications for Recreation Participation

Directory of National Information Sources on Handicapping Conditions and

Federal Assistance for Programs Serving the Handicapped, Office for Handicapped

Guidelines for Planning Travel for the Physically Handicapped. By Deborah Funk.

Handicapped Requirements Handbook. Federal Programs Advisory Service,
(Basic 504 Compliance Guide), 1979.


Interpretation for Handicapped Persons: A Handbook for Outdoor Recreation
Personnel. Jacque Beechel, National Park Service, Northwest Region, Co-op. Studies
Unit, College of Forest Resources, Univ. of Washington, Seattle, Washington.

"Leisure and Handicapped People," Parks and Recreation, National Recreation and

Manual of Therapeutic Group Activities for Leisure Education. By Jody Witt,

Museums and Handicapped Students, Guidelines for Educators, Smithsonian Institute,


TRAINING AIDS


FILMS

“The Surest Test” (twelve minutes) demonstrates the accessibility difficulties that can be encountered in buildings by people in wheelchairs.

“Crip Trips” is a sixteen minute film about several people with physical difficulties and their feelings about their lives.

RECORDS

ACCESSIBILITY STANDARDS AND MODIFICATIONS – BOOKS AND PAMPHLETS


Into the Mainstream. A Syllabus for a Barrier-Free Environment. H.E.W.


Site Inspection Checklist. California Department of Rehabilitation Mobility Barriers Section. 1979. (Modified for park use by Vicki White.)
V. SUPPLEMENTAL MATERIALS
PLANNING ELEMENTS FOR FULL SPECTRUM VISITOR SERVICES

Plan for the needs, expectations, and desires of those who will be participating in your program.

Helpful background information when planning for a group's visit include:

- Age of participants
- Sex of participants
- Economic background
- Ethnic background
- Number of participants
- Number of staff and aides (You may have to require that groups of severely disabled or mentally impaired participants have a higher ratio of aides than the average group.)
- Physical capabilities of the group -- remember members of a group will have different skills at different levels.
- Mental capabilities of the group -- allow for a broad range of understanding within different intelligence levels
- Emotional background
- Social interaction skills between members of the group
- Have the participants visited similar sites and programs before?
- What kind of situation are the participants coming from? A classroom, group home, social agency, work training center, etc?
- What method of transportation will the group be using? Use of public transportation may require more flexibility in your scheduling than private vehicles.
- You should have a thorough knowledge of your site, its resources and other members of your staff who may assist you when the group arrives.
- What does the group leader expect the participants to gain from their experience?

The most effective planning takes place when you and the group leader work closely before the group arrives. This can and should include a pre-visit to their program by you to meet the participants.

When planning a program and using a theme, carry the theme throughout the entire event.

Pre-visit materials for group leaders would include an inventory of site facilities, materials and resources available on site, and a selection of activities to choose from. Other information should include barrier-free features of the site, special considerations of the site that may affect comfort and appreciation of the group, i.e., extremes in weather conditions, difficult-to-traverse terrain, public transportation service to the site, and park phone numbers of your community outreach and special populations coordinators, and emergency phone numbers.
It is helpful for group leaders to also have some understanding of the significance of your site. You and your staff may wish to prepare a background information package of activities that the teacher or group leader can use with the participants prior to, and following their visit.

Overplan your program for the time allotted. This will allow you greater flexibility in adjusting for group needs and interests.

Plan activities that satisfy a variety of needs, ages, backgrounds, and previous experiences.

The group leader and yourself must be in agreement with each other's roles prior to the visit. Make it clear to the leader that you are a resource person and that the leader and assistants are still ON DUTY while the group is at your site. They are responsible for the group's behavior, and not there as sideline observers or full participants.

To evaluate your efforts and effectiveness, ask visitors to complete a questionnaire about their experience at the end of their visit. You might design the questionnaire so that it is a self-mailer, for easier return. The questionnaire should ask the visitor if they had difficulties in the park and where they found the access work particularly effective, and if they have any suggestions for further improvements.

Design and fill out a "group experience evaluation" after conducting a program for any group. Such information in the evaluation would include where the group was from, how many staff and how many participants attended, any special needs the group had, activities that were effective and activities that were difficult to conduct, and how the staff supported or did not support you during the program. This will help identify any problems and perhaps prevent their repetition in the future when the group plans to return.
Elements for Effective Leadership Skills in Providing Full Spectrum Visitor Services

Participants should have their choice of options of activities offered for the day.

Be aware of the group atmosphere and attitude during the session. If the group seems bored or lacking interest, change your plans and surprise them with something different.

Be aware of your own attitude and energy level. Keep your sessions interesting and fresh to sustain your own enthusiasm. Change tour routes, introduce new materials and information, etc.

Be spontaneous and creative. Change your approach to the activity if you feel that it is not going right or you've "lost" the group.

Be an enthusiastic participant as well as the leader. Whenever possible act as a facilitator for group discovery, rather than a "straight lecturer."

Be sure that everyone can participate in your activity and ensure each participant is successful. Groups arriving for your program may have members who are mobility impaired and unable to climb to the top of the fort where you usually discuss how cannons were used. Simply carry on the group discussion where the entire group can stay together.

Talk with the group and not at them.

Emphasis of the activity should be on the quality of the experience for each participant, not in the distance covered, the number of objects seen or the number of facts and scientific names that you can rattle off.

When instructing a group, demonstration and the opportunity to duplicate your actions are more effective and enjoyable than simple lecturing.

Select some activities that participants can duplicate independently or with their family at a later date at home or on a return visit.

When addressing an individual or group, speak loud enough and clearly, facing the group. Make eye contact with members of the group or the individual as you speak.

If the program is conducted outdoors, you should be facing the sun. If participants are staring into the sun's glare, you will quickly lose their attention and interest.
It is important that participants are able to see your facial expressions.

Allow opportunities for natural leadership abilities to emerge during the program. Be careful that one or two "leaders" do not take over for the group.

Encourage, but don't pressure shy members of the group to participate.

Remember that each of us learns and moves at our own pace. Allow participants to move at their own speed. You may have to adjust the amount of activity you offer depending on the group's abilities and interests.

Be patient with the group as you move through your site or activity. For most of the group, this may be their first exposure to a ship, a fort, or a glacial valley. Remember how excited you were the first time you saw your site. Allow time for the participants to adjust to the new environment. Unruly behavior often arises when participants are overwhelmed by strange and new experiences and environments.

When introducing a skill, keep your instructions simple and demonstrate as you go. Allow opportunity for the group members to duplicate your actions several times.

Introduce skills and demonstrations in quiet areas, free of distractions.

When the group arrives at your site and when winding-up the program, move the participants to a quiet area away from other visitors and distractions.

Due to noise or visitor congestion, it may be necessary to discuss with the group what they are about to see, before actually arriving at that area.

Remember as you are leading a group through your site, that you may be relating information that is not available to the self-guided visitor. Other visitors may become interested and tag along with your group, or listen while you describe an interesting area. Don't let this bother you, but be flattered. If the extra visitor becomes a problem or interferes with your service to the original group, step quietly aside with them, explaining the nature of your tour, and that if they remain in the background, they are welcome to accompany the group. (Be sure that you've discussed this with the group leaders beforehand.) If you feel the extra visitor should leave, explain where they can find other staff to answer their questions, other available tours, etc.
Be honest and sincere with the group. Color your presentation with appropriate humor, but make sure your remarks are not at anyone's expense.

Plan and have available alternative activities in case there is a sudden change in the weather or attitude of the group.

When using a prop for demonstration -- use the real thing, rather than a plastic replica whenever possible. When using replicas they must be accurate and realistic in their construction. The group should be informed that the item is a replica.

Your program and information will make the greatest impact on each individual when you use multi-sensory approaches in your presentation. Don't just lecture, but have participants use their hands, ears, eyes, nose, and imagination as you teach.

Constantly re-evaluate your program, your skills, experiences with different audiences, and ask participants and/or group leaders to evaluate their experiences in your program. You will then be aware of what activities need improvement, should remain the same, or be discarded altogether. You will also discover where your presentation and interest is the strongest, and where you may be getting stale.

While you may be interpreting factual information to groups and individuals, it is important that your presentation stimulate imagination and excitement about the resource for each participant.

Visit programs conducted by other agencies to learn new techniques for presentation, ideas for exhibits, and new activities.

Visit agencies and programs serving special populations. Meet with staff members and ask for their help in evaluating your program to make your presentations more effective for their clientele.

For more leadership skills see each of the individual sections ...

... about mobility impairments
... about mental retardation
... about hearing impairments
... about visual impairments
... about emotional impairments

Also read the section "Planning Elements for Full Spectrum Visitor Services."
SOURCES FOR ELEMENTS FOR EFFECTIVE LEADERSHIP SKILLS AND PLANNING
IN PROVIDING FULL SPECTRUM VISITOR SERVICES


President's Committee on Employment of the Handicapped. (no date) "So You're Going to Hire a Mentally Restored Person." pamphlet.


           1978. "Dignity." pamphlet
           1978. "Free Wheeling." pamphlet


NPS Guidelines for Serving Special Populations

The following guidelines, recently published by the National Park Service, should prove useful to all park and recreation agencies seeking to provide better service for special populations.

Children

Planning for children must necessarily take into account the various developmental stages and the attendant activities and experiences relevant to those stages. A visit to a national park should be an instructive and enjoyable experience for young people.

It should be made clear that questions are welcome. Opportunities to ask questions should not be relegated to the end of a verbal presentation, and each child's inquiry should be treated as special and important. Do not assume that a young audience is familiar with certain words and terminology. Take the time to clearly interpret, using visual supports whenever possible.

The interpretive staff should periodically set aside some time to review the questions that children seem to ask most frequently.

Eye contact and a warm, open manner are important when communicating with children. Youngsters are very susceptible to stereotyping; therefore, extreme care should be taken not to contribute to the forming of biases in interpretive presentations.

The following is a representative breakdown of three developmental stages with accompanying characteristics and comments regarding each. Although every bit of data relevant to young people is not covered here, the information will be useful in ascertaining their needs and interests.

2- to 6-year-olds

- Tend to stay closer to parents and guardians than do other age groups.
- Very egocentric.
- Frequently ask, "Why?" and "What is it?" Need to know precisely the relevance of the subject matter to them.

- Energy level is generally high—however, it is not sustained energy. Rest breaks are important.
- Activities should be geared to all of the sensory areas: visual, auditory, olfactory, tactile, and kinesthetic.
- Attention span is generally short.
- Audiovisual presentations should not exceed 15 minutes and should be at the interest level of the age group. However, keep in mind that the attention of some youngsters will wander after only two minutes and others may be able to concentrate for longer than 15 minutes.
- Simple, uncomplicated language is a must.
- Verbal presentations should be conducted at a slower pace than for other groups.
- Talks should be as full of expression as possible.
- This age group enjoys storytelling sessions.
- Use of a low stool for talking to 2- to 6-year-olds is helpful in establishing rapport.
- Standing to listen to an interpretive presentation can be exhausting, and they are likely to fidget. Concentration is better if they are seated informally and comfortably.

- Information should be presented in a way that relates to the child's own experiences. If introducing an Indian headdress, for example: "Just as policemen, nurses, or firemen wear special hats which let us know what their jobs are, Native American peoples have designed special hats which are worn by special persons, and at important times."
- Parents or guardians should be able to take some permanent remembrance of the park experience back with them.

7- to 12-year-olds

- Full of accumulated information.
- Tendency to ask many questions, especially questions related to what they've already been exposed to.
- There is an awareness of subject areas outside of their own immediate environment, even though they may not have had direct related experiences.
- Cannot deal well with abstractions.
- Enjoy being self-sufficient (e.g. reading informational literature on their own).
- Appreciate new learning experiences.
Like to explore. Are not disturbed at being separated from parents or guardians for special activities.

Enjoy role playing and other participatory activities.

Responsive to simple, clear explanations, even though comprehension is on a more sophisticated level than that of the 2-to-6 year-olds.

Audiovisual presentations should not exceed 20-25 minutes and should be at the interest level of the age group.

They should have materials relevant to the park experience to take home with them.

13- to 17-year-olds

Generally have specific areas of interest.

Individual differences are more distinct in this age group.

Although behavior may appear to be very adult, judgment is not.

Rates of physical and emotional development vary greatly—as do interests.

Do not like to demonstrate unfamiliarity with subject matter; may be reluctant to ask questions.

Sometimes need to be "drawn out."

Do not talk down to them.

Some may exhibit total disinterest in all interpretive programs and activities. Interpretive staff should not become overly-concerned about such reactions.

Like to take momentos of their experiences home with them.

If a youngster demonstrates interest in a particular topic, the interpreter involved should be able to suggest additional sources of information to him/her.

Senior Citizens

In 1975, one in every ten persons in the U.S. was over 65 (22.4 million men and women). The older population is expected to increase 40 percent to 31 million by the year 2000. Most senior citizens do not wish to feel that they are being treated differently from others. Do not assume that they will not desire to participate in normal park activities.

Elderly persons often do not keep pace with others, yet do not readily admit to being over-tired. When senior citizens are members of a group embarking upon some physical activity it would be appropriate, as well as tactful, to announce that anyone wishing to take a rest break should feel free to say so. Any pre-planned rest breaks should be announced.

Many elderly who have special physical limitations do not like to be excluded from experiences that others enjoy. To have to wait, or watch from a distance, defeats the purpose of the visit. Easier access to areas requiring agility (e.g., many stairs) should be considered.

With increased age there is sometimes a loss of hearing. Therefore, the speech of the interpreter should be clear and distinct.

Large print for bulletin board items, brochures, and other notices and hand-outs would be appreciated by elderly park visitors, for fine print is often difficult for them to decipher.

Senior citizens need to be aware of the availability and proximity of rest rooms.

Appropriate precautions should be exercised to reduce the possibility of falls.

In areas where a good deal of walking is necessary in order to obtain the most from the park experience, some simple form of transportation, like a golf cart, could be provided. An elderly visitor may take offense at being offered a wheelchair; however the wheelchair should be available.

Parks which operate dining facilities should consider the special dietary requirements of senior citizens.

Handicapped Citizens

A sensitive approach, without differentiation, should be employed with handicapped park visitors. Demonstrations of sympathy should be avoided. Do not be any more solicitous with handicapped persons than you would be with any other visitors.

Handicapped citizens do not wish to be singled out. If they have been fully considered in the planning of programs and structures, the majority will be able to function with little or no assistance. Setting up an advisory team of handicapped citizens from nearby communities is the best way to ensure that their needs will be met by the park. One out of every six individuals in the United States is handicapped in some way.

Physically Handicapped

Do not assume that a physically handicapped person is also mentally retarded. If slurred speech is present, for example, that does not mean that the thinking processes are not good.

Keep on hand informational material on handicapping conditions and review periodically—especially when advised in advance of visits by physically handicapped individuals.
Minority Groups

The following guidelines are recommended in order to (1) insure a proper and balanced interpretation of minority group histories and cultures (2) provide a basis for developing interpretive programs, utilizing minorities to interpret such histories and cultures at appropriate sites where none presently exist (3) stimulate increased utilization of the national parks by minorities and (4) avoid negative inferences which would prove offensive to minority and informed non-minority audiences alike.

Areas Where a Minority Association is Acknowledged

• Incorporate the full extent of minority involvement into every medium of public communication, including visitor orientations, official interpretative publications, exhibits, and audiovisual presentations.

• A study/review of the park should be planned with minorities recognized as authorities in the relevant field of study to ascertain (1) credibility of present historical interpretation (2) effectiveness of interpretation (3) adequacy of interpretive materials and (4) proper representation in posters, brochures, and other printed information.

• Minority college students, especially students of history and social sciences, should be informed through the proper university channels of opportunities to work as seasonals and as volunteers in parks. Minority teachers of history and social sciences should also be made aware of these programs.

Areas Where a Minority Association is Not Part of the Interpretive Program

• Undertake a careful review of the history of the park area to ensure that a minority presence and involvement has not been overlooked, also utilizing relevant works of minority historians.

• Consult with minority historical and educational organizations, university history departments, and individual historians for any information and cooperation they can provide.

• If it is determined that the park area was once inhabited by minority peoples, this fact should be included in the interpretive story. If the labor of minorities contributed to the physical development of the area, this is of significant interest and should be acknowledged.

Minority Visitation

• Senior, junior, and elementary level schools with high minority enrollments should receive interpretive materials.

• Arrange special programs in schools near park sites which have high minority enrollments. Utilize visual supports, including slide presentations and/or films, as well as transportable objects which enhance interest and comprehension.

• Media publicity regarding park programs and events should be placed with minority radio stations and publications in addition to major electronic and print media.

• Posters and brochures depicting park activities should be directed to schools and churches for their bulletin board displays.

• Parks located where a language other than English is predominant should employ interpreters with bilingual ability who are, preferably, indigenous to those areas. Informational literature should be available in the other language.

• Communication should be established with minority organizations in areas bordering on parks.

• Encourage special tours of the site by minority adult organizations and student groups.

• Ensure park representation at significant events held by the minority community.

The demonstration of a lack of sensitivity and respect regarding our nation’s cultural diversity and heritage would be offensive to both minority and informed non-minority audiences. Misstatements and inferences to be avoided include:

• Nothing of cultural or historical significance occurred in the U.S. before the coming of the Europeans.

• Native Americans were uncivilized before contact with the white man.

• The white man was always peaceful and honorable in his dealings with Native American peoples.

• Everything of cultural and historical value contributed by Spanish-speaking Americans is attributable to Spanish bloodlines, not Indian.

• Slavery was not so bad.

• Africans brought to this country as slaves were uncivilized and unskilled prior to contact with the white man.

• Columbus “discovered” America.
- Parks which do provide special service and facilities for physically handicapped citizens should so indicate in informational literature and on park bulletin boards. Send all relevant information to organizations representing the concerns of the physically handicapped.

- Bulletin boards should be positioned at a child's eye level so that persons in wheelchairs can comfortably read the notices.

- Visual levels of exhibits should not be out of the range of wheelchair visitors.

- Always consider handicapped citizens in interpretive planning. Activities should be set up so that all people can participate.

- Easier access to visitor centers and monuments should be provided (e.g., ramps for wheelchairs) at all sites. (See Interpretation For Handicapped Persons by Jacque Beechel, published in 1975 by Pacific Northwest Region, National Park Service, for physical design specifications).

- Physically handicapped adults and children may choose to be within close range of the speaker during group presentations.

- Do not forget to involve them when demonstrating objects which can be touched and handled.

- Backless and armless seats can be awkward and dangerous for some handicapped persons.

- Some special means of conveyance can be of assistance to the physically handicapped who are ambulatory but may tire easily (e.g., a wheelchair, or a wagon with high sides for children).

- Approach the parent of a physically handicapped child and ask what can be done to make the visit most beneficial and comfortable.

- Provide firm, smooth surfaces for easy operation of wheelchairs.

Visually Handicapped
- Do not assume that a hearing impairment also exists. Do not shout. Speak in a normal voice.

- Speak directly to the visually handicapped person—do not address questions and comments to a third party.

- When interpreting for visually handicapped persons, make full use of descriptive adjectives and clear, precise language (e.g., "rocky" as opposed to "rugged").

- Large print is essential for those with minor visual impairments.

- If possible, provide interpretive messages on cassettes for self-guided walks. Such information should be prepared with the assistance of individuals familiar with the special terminology of visually-handicapped individuals.

- Markers and information in braille will enhance the park experience of some sightless persons.

- Whether accompanied or alone, in most instances they prefer to be independent in their movements. Paths and walks to points of interest should be kept free of obstacles. Hand rails would provide for maximum safety.

- Visually-handicapped park visitors will prefer the feel of natural surfaces when walking through a wooded area. However, be sure to inform them in advance of any sudden declines or obstacles.

Deaf-Blind
- Every opportunity should be taken to incorporate the sense of touch into interpretive planning, as this is the major form of communication for deaf-blind persons.

- Finger-spelling is an important aid in communicating with deaf-blind persons, and can be learned without too much difficulty.

- If the interpreter has no knowledge of even the basics of finger spelling, communication can be achieved by printing words in capital letters in the palm of the deaf-blind person.

- Informational markers in braille or raised print, placed at appropriate points, will assist deaf-blind visitors.

- Alert organizations representing the concerns of deaf-blind citizens to all efforts made by the park to meet their needs.

The Common-Sense Solution
by Frank G. Bowe
and Laurence D. Wiseman

"I get up in the morning. Fix breakfast for my wife and kid. I read the paper. Then I go to work. I work 9, maybe 10 hours, sometimes more. I'm a lawyer. By the time I get home, I'm exhausted. Playing with my kids—these things are like a tonic to me. On Saturday, she wants to go to the state park, to see the waterfall. I'd like that too. I know a trail that I can ride my wheelchair down..."

More than 200 million people will visit national, state, and local parks and recreational facilities this year. Few of them will be disabled. Yet there are some 36 million Americans with disabilities.

This dramatic under-representation of disabled people in our parks and recreation facilities does not reflect a lower demand for leisure-time activities. Far from it. Disabled people, in the words of recreation specialist David Park, need positive park experiences for the same reasons as everyone else—"for relaxation, renewal, and balance." Like anybody pressed by the rigors of urban America, a disabled citizen needs recreation—not just as a "pleasant indulgence, but as a crucial element in a complete and fulfilling life."

For some disabled people, that "crucial element" looms even larger in their lives. Many disabled citizens may desire and benefit from recreation and park experiences even more than the average person. Because of systemic and systematic discrimination, many disabled children did not and do not receive a good education. These children have and will continue to grow up to be underemployed—or unemployed altogether. Without jobs, many lack opportunities to challenge their abilities and satisfy their need for accomplishment. In park and recreation programs, they can find these opportunities. If they're there.

Accessibility

By now, virtually everyone knows that making parks and recreation accessible to everyone, including people with disabilities, is more than just a good idea. Both the Architectural Barriers Act of 1968 and Section 504 of the Rehabilitation Act of 1973 say that it's the law. The confusion begins to mount when people consider just what accessibility is, and how to "do" it.

Accessibility, in our terms, is a very simple concept. It means opportunity. Disabled people, we think, should have the same opportunity as everyone else to come to a park, to enjoy it, to get out of the experience just what they want to. That means having the opportunity to participate in a programmed experience—if that's what they want. Or just sitting by the river watching the grass grow—if that's what they want. Choice is a vital component of accessibility.

• CASE: An interpretive walk in an historic/scenic area

As the interpreter led the group through the ruins of an old water-powered mill, he noticed two members of his party signing to each other. He began to use sign language himself, and invited the two people to the front of the group so that they could see better.

The walk deteriorated rapidly. The other visitors became more interested in watching the two deaf people than they were in the mill. The two people being scrutinized became so uncomfortable that they left the group.

Accessibility is more than mainstreaming. It is more than graded walks, or ramps, or raised lettering, or audio signs. Accessibility also means that services aren't thrust onto people, or people into programs.

"Doing" Accessibility

How much sign language do I need to know?
How much of this trail should be graded?
Should I braille all of my brochures?
How high, or low, should these wayside markers be?
Can a blind person use a map?
How can we get a person in a wheelchair up to that promontory?

These are all questions that we have been asked by park interpreters, planners, managers, and headquarters staff. But there is really only one good answer—and that is to use common sense.

Nonetheless, "doing" accessibility, for many people, has become a numbers game. Doors should be so wide; water fountains so low. Letters in signs should be so high. Interpreters need so many hours of special training, and so on. These standards, and others like them, are indeed important—as a benchmark. But they shouldn't be the yardstick by which we measure the accessibility of our parks; or the sole source we turn to when we want to find out how to make them accessible.

There is a much better source. Disabled people themselves.

• CASE: Brailled Brochures

In an effort to make his program more accessible to people who are visually-impaired, the interpretive supervisor contracted to have his principal brochures reproduced in braille—verbatim.

One year later, the brailled copies were still on the shelf. The vast majority of visually-impaired people couldn't use them; they didn't read braille. Those who did were reluctant to carry so bulky a
of barriers block them from having access to the park. They suggested that:

(a) selected information be communicated orally at the visitor's center;
(b) that several small returnable cassette players be purchased and appropriate cassettes recorded for use by visitors with visual impairments;
(c) that a large-type version be printed for the use of visitors who are elderly or who have visual impairments.

The moral of this story is clear. And it can be applied to virtually every park setting, for virtually every kind of accessibility issue. Disabled people, better than anyone, know what kind of barriers block them from having the park experiences they want. More importantly, they know how to remove these barriers. From direct, personal experience.

Consider the case of a school administrator who, in attempting to comply with federal laws, asked an architect what to do about his water fountains. The architect came up with a quick answer—lower them. The cost to the school: about $1.60 per fountain. This is what we mean by the common-sense solution.

How do we transplant this approach into the park setting? First and last, by bringing disabled people themselves into the assessment and planning of park programs and facilities, from the beginning. This kind of “consumer involvement” will pay off not just in terms of programs and facilities better designed to meet the needs of all visitors. It will save money, time, and manpower.

Consult. Seek out informed disabled people to work with you in surveying your programs and facilities. Let them work directly with your interpretive planners and site managers, your architects, rangers, even your maintenance chief. Give these “consultants” real responsibilities and real authority.

The American Coalition of Citizens with Disabilities can refer you to well-qualified groups of disabled citizens in your locale—people who are willing and able to work with you to make your parks accessible.

Survey. Let disabled people themselves determine which areas, which programs present the most significant accessibility problems in your park. Give them an opportunity to scrutinize your programs first-hand, and to walk through and wheel-through your park. Since they can best recognize where the barriers are, let them define what might be done to remove them.

Plan. Don't rely on handbooks or national standards to provide you with an ironclad solution to your own accessibility concerns. All parks are different. Look at other programs, and then determine what in their approach might work in your park. Let disabled people help you make these judgments. Often, they’ll know about programs that have never been written up, or solutions you’ve never heard of.

Hire. Continual sensitivity to the needs and interests of disabled people can best be attained by hiring professionals who are themselves disabled. A blind interpreter will know his park—and how to interpret it. So will a curator in a wheelchair, or a deaf exhibit designer.

Communicate. The only way that you’ll ever know whether your parks and programs are accessible is if disabled people actually use them. But before they can use them, they have to know about them. Use all of your regular channels to tell the public that the park is accessible. But make certain that you establish direct contact with groups of disabled people which can, in turn, make your programs known to their own constituencies. Their newsletters and meetings provide excellent opportunities to reach this often-untouched audience.

Evaluate and adapt. Once you’ve done something, make certain that it’s working the way it’s supposed to. But let visitors be the judge of that. Formal surveys are not necessary. Less formal observational techniques will suffice—along with reports from the disabled people who helped plan the accessibility changes in the first place. Once the returns are in, be prepared to adapt what you’ve done.

Just as you expect to modify your interpretive programs, rewrite your brochures, and expand your visitor centers to reflect the changing needs and interests of your visitors, you should likewise expect to modify your accessibility programs.

Share. If you’ve found a means to resolve an accessibility issue, let other people know about it. Your innovations may provide others with precisely the solution they’ve been looking for.

There can be no doubt in anyone’s mind that parks and park programs will be made accessible. There is no alchemy that can make it happen. It will take hard work, and require an investment of already hard-pressed resources. But there are common-sense solutions to accessibility issues. You simply have to know where to look for them.

Frank Bowe is the Director of the American Coalition of Citizens with Disabilities, an umbrella association of 60 national, state, and local groups of disabled people. ACCD is committed to insuring the civil and human rights of all Americans with disabilities at home, in school, on the job, and in the community. Laurence Wiseman is director of communications for ACCD.

FIRST AID FOR SPECIAL NEEDS:

HANDICAPPED AND SENIOR CITIZENS

The objective of this outline is to describe and emphasize the special needs of some victims of acute illness or accidental injury. Handicapped and elderly persons comprise approximately 15% of our nation's population. These persons have the same rights as all other persons, and in an emergency, they deserve the same courtesy and quality care that should be provided for all. Do not make the mistake of thinking that since these persons are limited in their physical abilities, they must also be limited in their thinking abilities. In an emergency situation, they will need your respect as well as your help.

VISUALLY HANDICAPPED PERSONS

1. Remember that what is obvious to you may not be discernable to a visually impaired person.

2. Don't be shy when offering assistance.

3. Let the victim know specifically what has happened and what is happening. Describe the scene and orientate him to the area.

4. Explain who you are and what you are doing there. Explain all first aid procedures.

5. Stay with the victim as much as possible. Never leave a visually impaired person without letting him know. If you must leave the victim, notify him when you leave and when you return.

6. If the victim uses a cane, keep it with him for later use.

7. Never take a guide dog away from the victim unless absolutely necessary. If you must separate the dog from the victim, notify the victim's family or the school where the dog was trained for boarding arrangements.

PERSONS WITH HEARING IMPAIRMENT

1. Hearing impairment is an invisible handicap. Try to recognize it quickly by watching for the following signs:
   a. Victim fails to respond to sounds.
   b. Victim shakes his head and/or points to his ears when spoken to.

John Heger
Ray Bloomer
Boston National Historical Park, 1977
c. Victim moves his fingers and hands in a repeated pattern.
d. Victim moves his lips without making a sound.
e. Victim may strain to speak; speech lacks inflection and tone quality.
f. Victim may gesture as if to write.
g. Victim is unusually visually alert, following you every move with his eyes.

2. Those who became deaf prior to learning language may have communication problems. The following are common examples:
   a. Speech unintelligible or difficult to understand.
   b. Person may NOT use voice in public.
   c. Person may have difficulty understanding complicated or figurative language.

3. Communicating with hearing impaired persons:
   a. Use simple language. Repeat key words as necessary.
   b. Use gestures.
   c. Use pencil and paper, if available.
   d. If the person is reading your lips, face him when you speak. Do not speak rapidly.
   e. Do not exaggerate your lip movements for a lip reader.
   f. Do not shout at a person using a hearing aid. Shouting will distort your speech.
   g. If the person can speak, be aware of possible language difficulties. For example, a deaf person who has no sensation in his legs may point to them and say, "Nothing."

4. If the victim is to be transported to a hospital, try to notify the emergency room staff in advance so that they can make arrangements to contact a sign language interpreter, if necessary.

ELDERLY PERSONS

1. Approach the elderly person in an emergency with sensitivity and understanding. Reassure him to ease the overwhelming feelings of fright and loneliness that members of this age group often experience at such times. A fear of not knowing what is happening or where he is going may make an elderly person act in an irrational manner. You can often prevent this by providing the person with information in a reassuring manner.

2. Be aware of physiological differences between the young and the old. Although some of these differences may be quite obvious, others will be less readily discernable.

John Heger
Ray Bloomer
Boston National Historical Park, 1977
a. Elderly persons often perceive pain differently due to the deterioration of nerve endings in the body. This means that an elderly victim may not be aware of a relatively serious injury.

b. Elderly persons often do not adjust to temperature as well or as quickly as younger persons. Therefore, you may feel quite warm in a particular environment where he is cold - believe him; then take appropriate action to make him comfortable.

c. Elderly persons often have difficulty getting their balance quickly. Try not to rush them.

3. Remember that elderly persons are likely to be suffering from chronic illness, visual impairment and/or hearing impairment. Look for signs and symptoms of each and be prepared to judge how the condition may effect your rendering first aid.

4. If possible, contact one of the victim's close relatives or friends to be with him and comfort him.

John Heger
Ray Bloomer
Boston National Historical Park, 1977
Steve Stone, a recreation planner with the National Park Service, took a 97-mile "run" on the Colorado River between Lee’s Ferry and Phantom Ranch in the Grand Canyon National Park. In the middle of August, he and three river managers ran some of the most notorious rapids in Colorado.

The trip was routine, but Steve Stone was not their typical passenger. He uses a wheelchair. Arrangements for him were not elaborate. Towage was placed to provide back support and a rope was hung to give him handholds. He was moved on and off the boat each day by rangers.

Stone was able to enjoy this experience because of the new movement towards accessibility by the National Park Service.

The National Park System contains most of the country’s natural wonders and major historic memorials. The 321 diverse sites range from the great parks

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of the Rocky Mountains and the Sierra Nevada, to brilliantly-colored desert canyons; from the barrier islands of the coasts to both active and extinct volcanoes; from scenic lakes to wild rivers.

Historical sites include ruins of the dwellings of Indian tribes; fossils preserved for millions of years; birthplaces, homes or worksites of celebrated Americans; frontier forts, and battlefields of the Revolutionary and Civil Wars. Would-be visitors who cannot visit the national parks because of lack of access are denied some of America's most profound experiences.

Like other organizations, the National Park Service had little knowledge of the needs of handicapped individuals years ago, when the parking lots, comfort stations and visitor centers were originally built.

Now, Director William J. Whalen says, "We are determined to rectify those oversights, and to make up for lost time!"

All features cannot be made fully accessible. Sometimes removing the obstructions would destroy the values for which the sites are reserved. Rugged or fragile terrain, the scope of the changes needed to build accessible facilities, and the age or characteristics of some historic buildings are some factors which make providing accessibility a very difficult task.

Still, the National Park Service has made great progress toward eliminating barriers, and much more is being done to make the parks accessible, and open to everyone.

Parks are being made accessible in two ways. The first is by removing architectural barriers. The second is by providing information that everyone can understand.

To better understand how to remove barriers, Don Squire, former superintendent of Walnut Canyon National Monument, put himself in a wheelchair one day to see how well he could get along in his own park. He found the restrooms hard to enter, and the drinking fountains and telephones almost impossible to reach. After that experience, he began a crusade for "special populations."
Squire had parking designed for handicapped people. Some drinking fountains and public telephones were lowered. Grab bars were installed in the bathrooms. An accessible walkway was built to a picnic area.

His second wheelchair tour was considerably easier!

"What we have found," says Director Whalen, "is that visitors do not want to be singled out, to have their differences or individual characteristics noted. What they do want is to be able to see, fully experience, and learn about the parks as far as possible without interference or unusual help. Our goal is to make it possible for everyone to do this.

"Especially in the national parks, providing access for everyone is part of that 'pursuit of happiness' that Americans believe is one of the rights of all persons."

The National Park Service does not limit its program to architectural barriers. Communications barriers are being systematically attacked as well. Through interpretative programs, the Service informs all visitors about a park's geology, biology and zoology, the effects of the seasons, and the historical events that took place at the sites. The interpretative programs help visitors understand the character and importance of the sites.

For this reason, the Park Service is broadening these informational activities. Trails are being constructed for those who have sensory impairments. Captioned films and slide programs are being developed.

Research is being conducted on trail signs combining both large letters and braille. TTYs are being installed to permit deaf persons access to telephone answering services, and staff members at many national parks are learning sign language.

Cassettes and tape players are also available at visitor center information desks for use of blind people.

With these changes, disabled visitors now have access to the interpretative programs, along with other visitors.

With all the changes which make it possible for a disabled person to, in Director Whalen's words, "... fully experience ... the parks ... without interference," there are still times when
Examples of Barrier Removal

Some examples of barrier removal at National Park sites include: *Mammoth Cave National Park*, Kentucky. For the past two years, visitors using wheelchairs have been offered a daily tour. They can descend to the caves by elevator, and take a two-hour trip in dry passageways through the gypsum, crystalline formations, known for their fantastic shapes.

*Everglades National Park* of Florida features interpretative trails—either hard surface or boardwalk—on which any visitor can go out into the fascinating and varied environs of the park. They see the “sawgrass” glades and the mangroves (which the Indians call “the tree that walks”). They visit the sloughs where alligators, great wading birds, and other wildlife concentrate during the winter.

Currently, the accessible visitor center offers audio-visual and motion picture programs and exhibits. Modifications of other essential essential facilities are underway throughout the park.

*The Lincoln Memorial* in Washington, DC, with its 19-foot-high seated statue of the Great Emancipator, is one of the city's most visited shrines. An elevator has been installed as an alternative to the 59 steps leading to the principal chamber. There is designated parking for handicapped people, and accessible restrooms and drinking fountains.

*The White House*. People with disabilities can go directly to the northeast gate for prompt attention. Wheelchairs may be borrowed for the tour. From the gate, and throughout the lower floor and the grounds, all paths and floors are fully accessible. Groups can arrange special tours, and there are tours conducted by guides who know sign language.

*The National Mall*. More than 100 curb cuts have been made in the great open space bordered by the Capitol, the Potomac River, and Constitution and Independence Avenues. Four accessible bathrooms and drinking fountains are available.

*Gettysburg National Military Park* in Pennsylvania, recently installed a field induction “loop system” in the auditorium where Civil War battles are explained. This enables people with hearing aids to clearly understand what is said.

*Fort McHenry National Monument* in Maryland (whose successful defense inspired Francis Scott Key to write “The Star Spangled Banner”) and Hopewell Village National Historic Site (an early iron-making community in Pennsylvania) provide self-guiding walking tours for the print-handicapped. For 16 other parks, edited cassette recordings of park folders have been produced.
assistance is necessary. Steve Stone found this out when he shot the rapids of
the Colorado River.

But, Stone says the trip has widened his view of the meaning of "ac­
cessibility." In order to fully experience the trip, he needed special help. Stone elaborates: "For many, seeking to be in­
dependent, it has been psychologically unacceptable to be carried from place to place. But for such an exciting ex­
perience, it was a small price to pay."

Now the Park Service is hiring other disabled people like Stone. They are teaching National Park System planners "total accessibility awareness." In this way, the Park Service is making as much of the National Park System as possible usable by everyone. And, when that is not possible, they are hop­
ing other disabled people, like Steve Stone, will widen their views on the meaning of accessibility.

—Grant W. Midgley

Mr. Midgley is a public information specialist with the National Park Service.
Visually impaired people have a wide range of ability and limitations. Someone who is legally blind is defined as having measured vision of 20/200 in their better eye with correction. This means that they are able to see at 20 feet what a normally sighted person is able to see at 200 feet.

There are many kinds of visual impairments, each with a wide range of ability and limitation. Someone who is described as legally blind may be able to read large print and ambulate without mobility aids in many or all situations. They may also be able to perceive light and darkness and perhaps even some colors. However, someone else who may also be legally blind, may not have any of these skills.

There are some conditions where the individual's vision may be better one day over another, depending on fatigue and other factors.

It is impossible to generalize visual impairments into one problem with one solution. People with visual impairments have different skills depending on how much and what kind of vision is lost, as well as when the loss occurs.

People who have congenital visual impairments (impairments present from birth) may have skills in reading braille and tactile orientation aids. However, people who have lost their sight later in life, usually have visual memories of color, scale, and concepts such as reflections, that people who have been blind since birth do not have.

The process of aging also affects our visual perception. Both visual acuity and opacity are affected. Visual acuity influences how we perceive objects at a distance, and opacity of the lens determines the way light is transmitted, affecting perception of colors and textures.

Generally, elderly people perceive almost 20 percent less keenly than those with normal vision. Colors often blend together, and closely related textures can not be discerned.

Glare is a major problem for many people, particularly the elderly. Do not confuse the term "glare" with "light level." Low light levels cast heavy shadows, making it difficult for many low vision people to perceive hazards such as stairs, changes in floor surface, etc. Whereas glare usually results when too much light bounces off of light colored walls and floors, making it difficult and uncomfortable to navigate a long corridor or around a room.

Many visually impaired children have been over protected by parents, friends, and teachers; and as a result, have not had the opportunity to explore their environment during early childhood. These children need to explore as much of their environment as possible to build concepts that their peers acquire through sight.
Children who are blind or with severe visual impairment, may lack skills in body control, balance, coordination, and physical abilities. Poor posture is another characteristic of many people with severe visual impairment. They may develop faulty carriage because of the inability to orient their posture to their surroundings. They have a tendency to lean forward with their arms outstretched to avoid hitting objects. Some blind children are very tense, walking rigidly with their heads tilted backward.

Early detection of blindness or visual impairment is essential for treatment and education of children. The main objectives of treatment are to restore or improve sight, and to prevent further deterioration of vision.

Education of visually impaired children may take place in a special school, special classroom, or in a mainstreamed setting. With a totally blind child, auditory instruction and reading by touch using the braille system are emphasized. Children with partial vision may attend regular school, providing the teacher is trained to meet their special needs. Parents also receive training to better meet the needs of their visually impaired child.

As adults the greatest emphasis in rehabilitation, is independent mobility training (skills in moving about and in coping with environmental factors). Following World War II, the Veteran's Administration began to train blinded veterans in the use of the white cane system. This system developed after observing that for various reasons many blind people could not, or did not wish to adjust their lives to using guide dogs.

It is important to note that many blind adults do not read braille. In fact, less than 10 percent of the people who are blind or who have severe visual impairments are able to read this system. Many adults choose to get written information transcribed onto audio cassettes and listen to the material.
PLANNING FACTORS FOR WORKING WITH VISUALLY IMPAIRED PERSONS

Plan activities that include several senses (i.e. touch, taste, smell, sound.)

Review your tour route and plan to describe the stations with descriptive adjectives. One example is:

"The hillside on your right is a rocky hillside and is covered with tall dry thistle plants."

as opposed to:

"The rugged hillside is covered with dry weeds."

Identify areas and items on the tours that participants can enter and operate equipments, or touch artifacts.

Work with your curatorial staff and identify objects and artifacts that can be handled, and how they can be touched. Some objects should not be handled at all, some only with limited handling. Some items can be handled if they are protected from fingerprints and grease stains when the participant wears thin white cotton gloves.

Do not set up exhibits or park areas just for one certain group of people, such as "Braille Trails." This assumes that disabled people need the protection of the special features, that there is nothing else in your site they would find interesting, and that there is nothing in the selected area of value to the general public. Another problem with these areas is that we are requiring visitors to identify themselves as being different from the rest of our visitors.

Labels on exhibits and signs should be at least 18 point in size and in a type style such as Helvetica.

Labels should include both upper and lower case letters. Avoid headlines in all capitals, as many of the letters look alike.

Braille signs are of little use to visually impaired participants, and are often the target of vandalism.

Prepare cassette tours of interpretive trails that are self-guiding. Include a tactile signal along the walk or handrail for identification of each interest station.

Cassette players equipped with headphones should be available for loan. The headphones will allow private listening without intruding on the "audio space" of other visitors.

Include visually impaired consultants in your planning stages and in preparation of publications, tapes, and exhibits.

Prepare large models of small or fragile exhibit pieces. Do not include too much detail, the individual is just getting an understanding of the general shape of the item. Try to include some sort of scale, so the person has an idea of the size of the original object.
LEADERSHIP ELEMENTS FOR WORKING WITH PEOPLE WITH VISUAL IMPAIRMENTS

When approaching an individual or group of visually impaired people, introduce yourself and identify yourself as a National Park Service employee.

It is important to wear your uniform, as it will identify you as an official representative of the park, and assist in building trust between yourself and the participant(s).

If possible, meet with the group before they arrive at your site. Explain what they will be doing during their visit.

Begin your program in a quiet area away from distractions.

Do not shout, a person with a visual impairment is not necessarily hearing impaired. Speak in a normal tone.

Speak directly to the individual or group, and not through a third party.

Don't get hung up about using the words "see," "look," or "blind." These are a normal part of our everyday language, and blind people use them too.

When interpreting your program for visually impaired people, make full use of descriptive adjectives and clear precise language (i.e. "rocky" as opposed to "rugged").

When describing something to a group, use colors in your description. Even if someone does not have "visual memory," colors have their own emotional connotations. Yellow has a warm feeling, while blues, greens, and browns may suggest coolness.

When you are leaving the room, say so, don't leave the person talking into thin air.

When you are directing the group to move from one place to another, give clear verbal directions such as "We are now going to turn right and up a flight of ten stairs."

When giving directions of any kind, be clear and specific. Don't just say something is "over there" or "just go on down the street and you'll see it." Describe a location such as "go straight ahead three blocks, and turn right," etc.

Some people who have been blind since birth may not understand measurements such as feet, yards, miles, etc. If you are unsure of how to direct someone, ask them. You might say something like, "I'd be happy to give you directions. How should I describe things for you?" The individual will explain the best method for them.
If someone seems to need assistance, offer your help. Do not help unless they accept your offer. When they do accept, ask them to explain exactly the best method for them.

If you are demonstrating a skill, allow the visually impaired person to hold your hands as you work. Explain clearly and in concrete terms what you are doing as you do it. Sometimes it is best to stand behind the participant, reaching through their arms, with their hands on yours, so that they can follow your exact movements.

Do not pet a guide dog without the owner's permission. When the dog is in harness, he is "on duty." If the dog is distracted while working, the owner may be placed in a dangerous situation. Under no circumstances offer the dog food or water. The dog is usually on a strict schedule, and the owner is the sole caretaker.

Do not inflict your limitations or expectations on what visually impaired persons would like or are capable of doing. Let the participants make those decisions. Give them the opportunity for success or failure, and exposure to new situations, just like anyone else.

One of the most memorable experiences a woman who has been blind since birth, describes is a visit to Yosemite Falls as a child. Although she could not see the height of the falls, the rock walls, the trees, and the colors, her impressions of the falls include the roar of the falling water, the rush of the cold wind, and the sting of the icy spray on her face.

If you are leading a group with both sighted and visually impaired participants, describe what the group is seeing for the benefit of all.

If you distribute printed materials, describe what is on the materials for those who are unable to read it at the time you disperse it.

When choosing a trail for hiking, or a tour route, remember that visually impaired people do not have to be wrapped in cotton and led down paved roads. Be aware of such hazards as steep inclines, chuck holes, fallen limbs, etc., and warn the group as you approach.

If you are demonstrating machinery such as a large printing press, allow participants to feel the vibrations as the device is operated. Be alert for safety hazards and warn the participants of those hazards.

Extra emotional and physical energy is demanded when someone with limited vision enters a new environment. Allow plenty of time for guided orientation and rest stops.

Many visually impaired people do not have opportunities to develop physical stamina. Choose activities that do not require great endurance and/or strength.
If you are working with a group of visually impaired participants for an extended time (a three day camp-out, an overnight environmental living program, etc.) these people may be more dependent on sighted assistance, until they are oriented and comfortable with the site. Pre-trip site visits are helpful and build trust between you and the participants.

If you are introducing new skills or a new area to a group, small numbers of five or six participants work best.

If possible, pair partially sighted with non-sighted partners for activities and skill demonstrations.

Describe the areas you will be traveling through as you go from one station to another. Identify special sounds, smells, or sensations they may notice as they are traveling. Do not conduct the tour as participants are traveling; most of their energy will be spent in concentration of their own movement to avoid tripping hazards.

It is helpful to have some sort of sound signal to identify your location in case the group gets separated.

When leading a tour, keep the group together and do not start talking until you have everyone’s attention.
When one hears the word interpretation a picture is usually formed of translating, either the spoken or written word, from one language into another. Interpretation is just that, but it can extend far beyond the written or spoken word to include the translation of any foreign concept into a language understood by the listener. Among these foreign concepts is the natural and man-made environment in which we live. Before one can effectively discuss the art of and adaptations necessary for interpretation for the visually impaired, one must possess a thorough understanding of the components involved.

Environmental Interpretation

True interpretation, by capitalizing on a person's desire for the enrichment of the mind spirit, goes beyond a mere statement of fact. As Dr. Paul Risk of Michigan State University states, "interpretation strives to create in the listener sensitivity, awareness, understanding, enthusiasm, and commitment (9)."

To know what comprises effective interpretation, however, is only half the battle. To effectively bring about such interpretation is the greatest challenge faced. Freeman Tilden (11) in what has become the interpreters "Bible" aids in this battle by stating six principles around which a successful interpretation program may be designed.

1) Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.
2) Information, as such, is not interpretation. Interpretation is revelation based upon information.
3) Interpretation is an art, which combines many arts.
4) The chief aim of interpretation is not instruction but provocation.
5) Interpretation should aim to present the whole rather than a part.
6) Interpretation addressed to children should not be a dilution of the presentation to adults... to be at its best it will require a separate program.

"If it is anything, effective interpretation is an affair of the heart—the heart of both the interpreter and the listener.” (10)

The Visually Impaired

The National Society for the Prevention of Blindness (8) places the visually impaired person into either one of two categories, defined as:

- **Blindness:** Visual acuity for distant vision of 20/200 or less in the better eye, with correction; or a visual acuity of more than 20/200 if the widest diameter of field of vision subtends an angle no greater than 20 degrees.
- **Partially Sighted:** Visual acuity greater than 20/200 but not greater than 20/70 in the better eye after correction.

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Since the partially sighted do possess some degree of visual acuity, with many approaching the normal end of the above defined spectrum, further portions of this paper will be concerned only with that segment of the population which qualifies as "blind." In 1971, the American Foundation for the Blind stated that there were 6.4 million visually impaired persons in the United States of which about three out of ten, or approximately 2.0 million, are classified as blind (4). With blindness there comes both physical and social restrictions. These in turn necessitate the alterations and adaptations involved in designing an environmental interpretation program.

Physical restrictions imposed on the blind person may be grouped into one of three basic types. Of these it is the restriction in the range and variety of concepts which is by far the most influential. Direct contact with concrete objects is paramount for proper conceptionalism to occur. Direct contact, however, can be achieved only with certain objects. Concepts such as clouds and colors or abstractions such as space do not lend themselves to direct contact. The result is that these concepts are poorly understood, if understood at all, and tend to restrict the range of knowledge for a blind person.

Restrictions in mobility can create one of two reactions in a blind person: a total dependency on others for assistance with all activities or a resentment of any assistance in activities in which the sighted normally engage unassisted.

The final area of physical restriction occurs in the individual's control of the environment. Without sight one must rely on his tactile and auditory senses to inform him of his relationship/position within the surrounding environment (7).

Aside from physical restrictions, blind persons are also subjected to numerous social restrictions. Such restrictions are due partly to ignorance on the part of the sighted public and partly to the persistence of numerous misconceptions concerning the blind. J. Beechel (2) lists several common misconceptions which have an effect upon interpretive efforts.

1) Blind persons learn the same as the sighted.
Learning is NOT the same. A blind person learns not by watching and imitating but through his other senses.

2) Blind persons develop a “sixth” sense. No sixth sense ever develops, they have just developed their other senses to a higher degree of acuity.

3) All blind persons read braille. False, only about 10 percent of the blind population reads braille.

Adaptations and Application

The goals in designing a visitor center to accommodate blind persons should be no different than those in designing for the sighted. What does have to be changed, however, are the means by which these common goals are achieved. The sighted receive a majority of their sensory input through sight; as a result most design is centered around the use of one sense. The blind visitor does not receive such input and relying on his other senses will form a different conception of the surrounding environment. “In order to facilitate the blind person's comprehension of space the architect can modify non-visual parameters . . . slight variations of levels . . . temperature levels of adjacent spaces . . . or by even changing the textural qualities of the surface” (3). Such changes have the advantage of not being made specifically “for the blind”—thus blind persons do not feel that they have been singled out, and the sighted benefit from the added sensory stimulation.

Aside from the structural design of the visitor center the actual exhibits themselves also need modification. Again, without thought and planning, this may be accomplished to the advantage of all users. The typical exhibit, consisting of either a picture or diorama placed behind a glass pane or an exhibit separated from the public by a rail and several feet of empty space, is of absolutely no value to a blind person. In all probability, the blind visitor will be with a sighted companion who could read the printed text, but without any form of accompanying tactile input the text will remain an abstract mass of words confusing rather than enlightening. Furthermore, one loves the sensation of touching, smelling, tasting, or hearing—sighted persons for the added sensory excitement and blind persons for the perceptual information received. Take down the rail, remove the glass, use the exhibits to their fullest potential. Skins and skulls, shells and bones—anything touchable will probably become the high point in the visitor center. There are some items which, due to their fragile or expensive nature cannot be handled. For such items it is necessary to provide a highly descriptive text presented in terms and concepts understandable by the blind visitor. Such modifications require a slightly higher level of maintenance and supervision. Any increase, however, will be more than compensated for by the responses received and experiences gained by all visitors.

The outside area contains vast new opportunities for both design and interpretive innovations. One aspect of prime importance is the attitude of blind people toward specialized treatments such as the Braille Trail. In a policy statement, the American Foundation for the Blind (1) states, "specialized gardens, trails, or museums often carry a psychological impact that is distasteful to the blind or otherwise visually impaired person who has a consciousness of dignity of self."

Actual design of the trail itself will depend upon the total population it is to serve. Obviously the trail must be made to accommodate both the sighted as well as the non-sighted visitor and will require a specific design strategy. Should the trail be designed to be accessible to persons with all types of handicaps, a totally different strategy will be necessary for either a part or all of the trail. Problems in
design compatibility arise due to the surfacing and terrain requirements of non-ambulatory users. Persons confined to wheelchairs are for the most part limited to trails which are paved and have a slope no greater than 5 percent. An alteration of this kind is displeasing to other users and particularly to blind users. A trail containing both a short loop paved and have a slope no greater than 5 percent. An alteration of this kind is displeasing to other users and particularly to blind users. A trail containing both a short loop designed to meet the requirements of those with ambulatory limitations along with a longer extension designed for

“Take down the rail, remove the glass, use the exhibits to their fullest potential—anything touchable will probably become the high point in the visitor center.”

the non-sighted and sighted users will provide a solution acceptable to all. Through such design features all users will be able to experience the natural environment to the fullest extent possible.

Criteria for site selection should include accessibility, ease of maintenance, and above all the incorporation of the most diversified eco-system possible. A highly diversified site provides the greatest possibility for the use of the visual, tactile, and auditory senses. Rivers, bogs, pine and hardwood forests are just a few examples of the many ecosystems which could be included along the trail.

The actual physical design of the trail should strive to maintain a natural environment to the greatest extent safety considerations will allow. The means of achieving this naturalness span a broad range—from the use of guide ropes to no alterations but rather a reliance on a sighted partner. Consultation with potential user groups and the agencies serving these groups would be the best way to determine the particular design best suited for the trail. One interesting innovation has been employed on the Touch and See Nature Trail in the National Arboretum, Washington, D.C. Portions of the trail pass through an open meadow where it was felt the visitor should be able to roam freely. As a means of accomplishing this the “staff put down a gravel band around the safe area...stationed sign informs visitor...he may walk or run freely till he steps on the gravel strip” (5).

The degree of “naturalness” one will be able to maintain is dictated by the level of safety considered necessary. The extent of trail alterations needed will depend on the type of terrain through which the trail is passing and the population to be served. The Wisconsin Department of Natural Resources, for example, has established the following as minimum requirements for nature trails:

1) 1-5 percent desired grade,
2) 10 percent grade maximum for 100 feet or less,
3) 3-4 foot tread width,
4) clearing of 2 feet each side of trail and 10 feet overhead,
5) stable, well-drained soil.

Further alterations might include removal of stumps and roots which could trip the user, installation of railings made with natural on-site materials, or a warning provided in the text at the previous stop.

One final aspect is the actual interpretive program, both content and method. The key to program adaptation quite simply is to utilize the tactile and auditory senses to their fullest potential. The advantages of selecting a trail through the most varied terrain possible can now be realized. Such terrain provides the widest possible spectrum of sensory stimulation. “Feel Stations” have provided a popular method of providing opportunities for physical contact with that which is being discussed. Contact, however, need not be limited to “Feel Stations.” J. Beechel (2) in his book Interpretation for Handicapped Persons lists other possible options:

1) take people through tunnels or caves to hear the sounds;
2) record sounds for all seasons;
3) let people crawl through a hollow tree to see what it feels like;
4) allow handling of items whenever possible... blind people are extremely adept and careful with their hands.

The number of possible adaptations is limited only by the interpreter’s own imagination and creativity.

The best of innovations, however, will be of no value if the accompanying message can not be effectively communicated to the blind visitor. As is quite often the case, the most commonly used method may not be the best method. “The use of braille comes to mind when considering interpretation for the sightless, yet only 5-10 percent of the blind can read braille” (10). The small percentage of braille readers reduces the efficiency of such a method to a point where alternatives should be sought. Furthermore, the signs are extremely susceptible to vandalism; the raised dots may be hammered down, dots may be added, or entire sheets ripped off.

Alternatives to the use of braille trail guides range from doing nothing to use of large print material and recorded messages. Because it is unlikely that a blind person would visit an interpretive facility without a sighted companion, it may be that no special provisions are required; the sighted companion may simply read the text for the blind visitor. Partially sighted visitors “can read signs with large print (18 point or larger),” and so will require no special adaptations (2).

Cassette players, though currently used on relatively few interpretive trails, appear to be the most promising communications approach to date. The players, loaned out from the visitor center, may be carried by a blind person, thus giving him the option of independent travel. The message is then played at each stop, allowing for message
repetition if necessary and letting the individual proceed at his own pace. The message may also include a description of the next portion of the trail to be covered, possible hazards along the trail, or the number of feet to the next station. The use of cassette players also allows a more complete use of the auditory sense. Sounds which may not be present at all times of the year, bird calls or the sounds of wind or rain may be included to either supplement the sensory input or cue the listener to what sounds may be heard along the trail. The use of cassette players will be beneficial not only to the visually handicapped user but to the sighted user as well. A study recently concluded by the U.S. Forest Service (12) on the use of cassette tapes in interpretation concluded that, "Cassette tapes in portable players can provide substantially greater enjoyment and understanding on an interpretive trail than can be expected, on the average, from either trail signs or trail leaflets." Any adaption which will benefit both non-sighted and sighted users should be incorporated into the program.

We should design all facilities for all people. With the extra attention paid to designing for use of all senses the facilities will be more satisfying to all visitors and will result in more effective interpretation (2).

Outdoor Education Program Model for Handicapped Children

The University of Kentucky has received a three-year grant from the Bureau of Education for the Handicapped, U.S. Office of Education, to develop a program model designed to assist in one facet of the education process—that of including handicapped children in outdoor education programs across the nation. The purpose of this project is to develop and test a program model that will be helpful to educators, park and resource management personnel and parents of handicapped children in planning and implementing outdoor education programs that provide for the special needs of these children. Emphasis is to be placed on the concept of providing programs in the "least restrictive environment," especially encouraging participation of handicapped children with their non-handicapped peers wherever and whenever possible.

A significant feature of the project stresses involvement and participation by professional associations, resource management agencies, school systems, parents and advisory groups. A national advisory committee has been established consisting of experts in the fields of outdoor education and/or handicapped affairs. They will be called upon throughout the duration of the project for suggestions and advice regarding program development. The project is administered by the University of Kentucky, College of Education, through its interdisciplinary Center for Professional Development.

REFERENCES

BACKGROUND

A loss or lack of vision does not deprive an individual of all esthetic pleasures since vision is only one of the senses through which any of us perceive the world around us. Specialized gardens, trails, or museums often carry a psychological impact that is distasteful to the blind or otherwise visually impaired person who has a consciousness of the dignity of self. Further, such specialized facilities can perpetuate negative stereotypes of those of our citizens who are blind or otherwise visually impaired. An important objection is the implication that smell or touch are the only ways through which a blind or visually impaired person can enjoy or appreciate plants of nature or museum objects. We believe all gardens or trails (such as those in public parks, wilderness areas, etc.) should include for the enjoyment of all people especially fragrant plants, bushes, or trees as well as herbs.

Vision is not the only sense through which one enjoys or appreciates the beauty of nature. The Foundation recognizes fully that any person, sighted or visually impaired, who has an appreciation of the beauty of a garden, park, or forest preserves appreciates the tactile experience of the texture, structure, and form of these objects, enjoys the fragrance of a beautiful flower, or the aromatic herbs or a tree and the sounds which are ever present in an outdoor setting.

Most people visit parks, forest preserves, wild natural settings, or museums with family members or friends in order to share the beauty, recreational, and educational aspects of these facilities. This is equally true for blind and visually impaired persons. Whether the blind person is accompanied or alone, it is unnecessary to have any special design specifically for the blind and visually impaired in the surroundings as long as the areas are safe for everyone. Perhaps well-meaning persons who wish to develop such facilities could see that bushes, trees, trails, or exhibits are marked in regular and large print and braille, and also have a tape recording available describing the setting and the object. These means of communication would meet the needs of most visitors to such areas -- both sighted and visually impaired.

Blind or otherwise visually impaired persons will not necessarily visit one particular garden, park, trail, or section of a museum because of the existence there of special designations or concessions in the way of braille markers to substitute for the lack of vision. These specially designed projects often serve as areas of curiosity for sighted persons.
POLICY

The American Foundation for the Blind reaffirms its belief that the basic aim of all services for a blind or visually impaired person is to assist him to lead a full and normal life as an integral part of society.

Therefore, the Foundation strongly approves of services, activities, and benefits which recognize the special needs of blind or visually impaired persons, but disapproves of any such activity which perpetuates misconceptions and stereotyped thinking and tends to set blind or visually impaired persons apart from the rest of the community.

It is believed, therefore, that such facilities and experiences should be available to all persons in the community including visually impaired persons and not set aside or designated for the enjoyment of one special group. This does not, however, eliminate the desirability of tours through public facilities which could also be designed to meet the needs of special groups.
We are often asked if we have, or will have a "braille trail," with rails or ropes, as guides for the blind. The answer is a firm "NO." Not because we aren't interested in serving the blind of others with disabilities, but because after 6 years of gathering information from all over the Nation about what this segment of visitors wants or needs, we find braille trails don't serve the blind well. Research at several universities, by the National Park Service, and the U.S. Forest Service indicates while braille trails are popular with sighted visitors, they are usually useless to the blind.

First, braille (there are several "languages" of braille, as one problem) is read by a very small number of blind—less than 10 percent. Second, braille signs are highly subject to vandalism. Third, most groups and agencies working with the blind (or other handicaps) do not want to "promote" anything which accentuates the handicapped.

Rope guides, or rails call attention to the handicapped, and are highly subject to vandalism. We have been told, over and over again, to: 1) use audio (tape recorder) interpretive devices, not signs; 2. use a differential trail surface, which by feel and/or sound distinguishes the trail from its surroundings; 3. make the trail safe, without steep inclines, or things to trip over; 4. make the trail very interesting to all the senses of the sighted person and it will be interesting to the blind; 5. present trail opportunities of different lengths or challenges from which the handicapped person can make his OWN choice; 6. do not call special attention to the handicap.

We are developing a "special use" trail, which, when done, will meet all the above criteria. A sighted person will not be able to tell immediately the differences between it and other trails—by design. It will be usable, and fun for toddlers, older people, people with handicaps, and all others as well. We aren't experts in this field, but we have sought and gotten advice from those who are.
SIGHTED GUIDE TECHNIQUES

"YOU TOO CAN BE A SEEING EYE DOG"

By Ray Bloomer
Illus. Linda Zimble

National Park Service
Department of the Interior
SIGHTED GUIDE IS A METHOD IN WHICH A SIGHTED PERSON ASSISTS SOMEONE WHO IS BLIND OR VISUALLY IMPAIRED. THEY MAY USE IT WHEN IN UNFAMILIAR SURROUNDINGS OR FOR RECENT LOSS OF SIGHT. MANY FOLKS SHY FROM ASSISTING A BLIND PERSON BECAUSE THEY DON'T KNOW HOW. BY LEARNING THIS METHOD, YOU CAN ASSIST A BLIND INDIVIDUAL COMFORTABLY.

ALWAYS MAKE THE INITIAL CONTACT WITH A BLIND PERSON. THEY ARE PROBABLY UNFAMILIAR WITH THE PARK AREA, LIKE MOST VISITORS. IDENTIFY YOURSELF AS "RANGER," OR MEMBER OF THE PARK STAFF.

IF YOU HAVE PREVIOUSLY MET THE PERSON, DON'T MAKE THEM GUESS WHO YOU ARE. TELL THEM YOUR NAME. THE GUESSING GAME CAN BE VERY FRUSTRATING AND HUMILIATING.

DON'T INSIST ON ASSISTING IF THE BLIND INDIVIDUAL DECLINES AN OFFER. THEY MAY KNOW THE PARK VERY WELL.

*WHEN SPEAKING TO A BLIND PERSON, USE A NORMAL TONE. THE EVERYDAY WORDS SUCH AS "LOOK" AND "SEE" SHOULD STILL BE USED IN NORMAL CONTEXT. DON'T TAILOR OUR LANGUAGE, IT WILL ONLY MAKE YOU BOTH UNCOMFORTABLE.

*WHEN TALKING TO A BLIND PERSON, DON'T SPEAK THROUGH A THIRD PARTY. SPEAK DIRECTLY TO THE INDIVIDUAL. HIS OR HER INABILITY TO SEE SELDOM HAMPERS OR IMPEDES SPEECH.

*BLIND PEOPLE MAY HAVE THE SAME INTERESTS AS YOU, SUCH AS: SPORTS, POLITICS, HOBBIES, GENERAL BULL AND THE WEATHER. YOU DON'T NEED TO TALK ABOUT BLINDNESS OR COMPARE YOUR BLIND ACQUAINTANCES OR BLIND RELATIVES.

*BEFORE LEAVING A BLIND PERSON, BE SURE THEY ARE FAMILIAR WITH THEIR SURROUNDINGS ... AND MAKE SURE YOU SAY GOOD-BYE. DON'T JUST WALK AWAY.
HOW TO USE THE SIGHTED GUIDE METHOD

AFTER THE BLIND PERSON HAS ACCEPTED YOUR OFFER OF ASSISTANCE, YOU SHOULD ASK, "WOULD YOU LIKE TO TAKE MY ARM?" BRUSH YOUR FORE-ARM AGAINST THEIRS SO THE BLIND PERSON CAN GRIP YOUR ARM ABOVE THE ELBOW.

THE GRIP SHOULD BE FIRM ENOUGH TO MAINTAIN WHILE WALKING, AND NOT BE UNCOMFORTABLE. CHILDREN WILL GRIP THE SAME AS ABOVE EXCEPT AT THE WRIST. SOME AGED OR DISABLED PEOPLE MAY WANT TO WALK ARM IN ARM. THIS OFFERS MORE SUPPORT THAN THE GRIP. THEY MAY ALSO WISH TO TRAVEL AT A SLOWER PACE.

IMPORTANT

DON'T ATTEMPT TO LEAD THE INDIVIDUAL BY TAKING HIS OR HER ARM!
Your arm should be relaxed along your side and the blind person's arm will be bent at the elbow. With his right hand, he will grip your left elbow. Be sure to keep your arm close to your body. While using the sighted guide method, the blind person should travel a half step behind you. Pick a comfortable walking pace for both of you. If the blind person pulls your arm back, or tightens his grip, you are probably travelling too fast. Never try to push or steer a blind person ahead of you. You should also try to keep the person aware as conditions or surroundings change. Remember to mention curbs, steps, doorways, narrow passage, ramps, etc. Let them know if the stairs go up or down and when they reach the last step.
OPENING DOORS

WHEN YOU ARE APPROACHING A DOOR, SAY SO. HAVE THE BLIND PERSON'S FREE HAND SIDE OF THEIR BODY ON THE HINGED SIDE OF THE DOOR. YOU SHOULD STOP AND CHANGE ARMS IF NOT POSITIONED CORRECTLY. PLACE YOUR HAND ON THE KNOB AND LET THE BLIND PERSON FOLLOW YOUR ARM TO THE DOOR KNOB. TELL HIM (HER) WHETHER THE DOOR OPENS TOWARDS OR AWAY FROM YOU. ALLOW THE BLIND PERSON TO HOLD THE DOOR OPEN FOR BOTH OF YOU.
ONCE AGAIN . . . IT IS IMPORTANT TO MENTION APPROACHING CURBS OR STEPS. REMEMBER TO SAY WHETHER THEY GO UP OR DOWN. APPROACH THEM DIRECTLY, NOT AT AN ANGLE. HAVE THE BLIND PERSON ON THE RAIL SIDE OF THE STAIRS. PAUSE BEFORE STEPS AND ON THE LANDING SO THE BLIND PERSON CAN CATCH UP WITH YOU. MENTION WHEN THEY ARE TAKING THEIR LAST STEP.
WHEN YOU ARE APPROACHING A CHAIR, TELL THE BLIND PERSON. PUT YOUR HAND ON THE BACK OF THE CHAIR, MAKING SURE IT IS CLEAR. BLIND PEOPLE DON'T REALLY ENJOY SITTING ON CATS OR OLD MEAT BALL SANDWICHES. LET HIM/HER KNOW THE DIRECTION IT'S FACING. LET THE BLIND PERSON FOLLOW YOUR ARM TO THE CHAIR. PLEASE DON'T PUSH YOUR VISUALLY HANDICAPPED FRIEND INTO THE SEAT!
WHEN INTRODUCING A BLIND PERSON INTO AN UNFAMILIAR ROOM, THERE ARE SEVERAL THINGS TO POINT OUT. FIRST, TELL THE FUNCTION AND SHAPE OF THE ROOM. IT IS ALSO IMPORTANT TO EXPLAIN THE LOCATION OF THE DOOR (CENTER OF THE WALL, LEFT OR RIGHT) AND CONTINUE TO USE IT AS A REFERENCE POINT FOR DESCRIBING THE ROOM. FOR EXAMPLE, "AS WE STAND IN THE DOORWAY, THERE ARE TWO CHAIRS ALONG THE WALL TO YOUR RIGHT." GIVE DETAILS THAT WILL BE USEFUL FOR ORIENTATION OR AS A POINT OF INTEREST. IF THE PERSON IS TO ONLY BE IN THE ROOM ONCE, THEY ONLY NEED TO KNOW THE ROUTE FROM DOOR TO SEAT. IF THE ROOM IS A LIVING QUARTERS, MORE DETAIL IS NEEDED. ON TOURS, OBJECTS AND THEIR APPROXIMATE LOCATION IS DESIRED. PEOPLE WITH VISUAL IMPAIRMENTS SHOULD BE ALLOWED TO TOUCH AS MANY OBJECTS AS POSSIBLE. WHEN ORIENTING A PERSON TO A ROOM, YOU SHOULD EMPHASIZE THE IMPORTANT ASPECTS OF A ROOM SINCE TOO MANY UNNECESSARY DETAILS CAN OFTEN BE CONFUSING. THE BLIND PERSON SHOULD ALSO BE ALLOWED TO EXPLORE THE ROOM.

IF YOU ARE ASSISTING A PERSON WHO USES A SEEING EYE DOG, REMEMBER THAT THE DOG IS RESPONSIBLE FOR THE SAFETY OF THAT PERSON. YOU SHOULD NOT PET, FEED OR DISTRACT HIM FROM DOING HIS JOB.

WHEN ASSISTING SOMEONE WITH A GUIDE DOG, OFFER YOUR LEFT ARM (NOT TO THE DOG). YOU ARE TO NAVIGATE AND THE DOG IS THE SAFETY OFFICER. IF A BLIND PERSON USES A CANE, OFFER ASSISTANCE ON THEIR FREE HAND SIDE.
WHEN APPROACHING A NARROW PASSAGE, SAY SO OUT LOUD, WHILE BRINGING YOUR GUIDING ARM BEHIND YOU, TO THE MIDDLE OF YOUR BACK. THE BLIND PERSON SHOULD NOW BE WALKING DIRECTLY BEHIND YOU. TO AVOID STEPPING ON YOUR HEELS, HE/SHE WILL EXTEND HIS/HER ARM. AFTER PASSING THROUGH, RESUME THE NORMAL WALKING POSITION.
OTHER HELPFUL HINTS

NEVER LEAVE A BLIND PERSON WITHOUT TELLING THEM THAT YOU ARE LEAVING.
PEOPLE OFTEN SPEAK LOUDLY TO BLIND PEOPLE. IT'S NOT NECESSARY TO SHOUT.

FEEL FREE TO CONVERSE WHILE BEING A SIGHTED GUIDE. BE AT EASE WITH A
BLIND PERSON. THEY'RE ONLY PEOPLE. THEY JUST CAN'T SEE.

WHEN GIVING DIRECTIONS TO A BLIND PERSON, NEVER USE TERMS LIKE "OVER THERE."
A CORRECT EXAMPLE WOULD BE, "THE STORE TWO DOORS ON YOUR RIGHT."

TRY TO AVOID UNNECESSARY OR SUDDEN MOVEMENTS.
DESCRIBE UNUSUALLY HIGH, DEEP, WIDE OR UNEVEN STEPS.
YOU HAVE PROBABLY NOTICED THAT MANY BLIND PEOPLE WEAR SUNGLASSES. THIS
IS BECAUSE MANY BLIND PEOPLE'S EYES ARE VERY SENSITIVE TO SUNLIGHT.

BE AT EASE WITH BLIND PEOPLE. THEY'RE ONLY PEOPLE WHO CAN'T SEE
WITH THEIR EYES.
... ABOUT HEARING IMPAIRMENTS

People with hearing impairments are unable to respond normally to sound in most social situations. There are two main classifications of hearing impairments, each with subdivisions:

Hard of Hearing:

Mild: people with a mild hearing loss learn speech by ear and are able to function almost normally in group and individual conversations. These people may have difficulty discerning singular and plural forms of words and in hearing subtle tone changes.

Marginal: people with marginal hearing impairments usually have difficulty understanding speech from a distance of more than a few feet, and in following group conversation.

Moderate: people with moderate hearing impairments have enough hearing to learn language and speech with amplification of sound through a hearing aid, when the auditory sense is aided by visual information.

Deaf:

Severe: people with severe hearing impairments have trainable residual hearing with amplification of sound through one or two hearing aids. Their language and speech do not develop spontaneously, so they must learn communication through specialized techniques.

Profound: people with profound hearing impairments can not learn to understand language and speech by ear alone, even with amplification of sound. Sign language is usually needed for communication.

The time hearing loss occurs in a person's life has a profound affect on the development of communication and social skills. Congenital impairments (impairments present at birth) are often caused by certain contagious diseases such as rubella, mumps, and influenza during the mother's pregnancy. Acquired hearing impairments may develop anytime during one's life after certain childhood diseases, injuries, ear infections, etc.
Hearing aids may be prescribed for an individual after extensive testing. In some instances aids may not be practical for the person, or for constant use. Hearing aids amplify all sound, not just speech, and this may prove to be confusing and frustrating for some people.
PLANNING FACTORS FOR PROGRAMS WITH
HEARING IMPAIRED PERSONS

Plan each activity carefully and be able to explain it simply and clearly.

If at all possible, have someone who can interpret your program in sign language accompany your group.

When preparing audio-visual programs, caption films and slide shows.

Review existing slide shows, films, and audio tours. Prepare a written text for use by hearing impaired visitors. The text should not be verbatim, but condensed to include the main idea of each slide or station. The vocabulary should be at a fifth and sixth grade level.

If an existing audio tour has sound effects in the background and/or the message is constantly repeated at each station, prepare a cassette without the background sounds. Use a signal for the beginning and end of each segment. Make this and a cassette player with headphones available for loan. This will also be helpful for visually and mobility impaired visitors.

Review your tour route before the group arrives. Try to anticipate any situations that may be difficult for hearing impaired participants. Identify areas where the general public tends to congregate, or where there might be other distractions which may confuse the group. Restructure your tour to allow meeting in quiet areas before entering the questionable sites.

Also see "Planning Elements for Full Spectrum Visitor Services."
LEADERSHIP ELEMENTS FOR WORKING
WITH HEARING IMPAIRED PERSONS

Speak clearly and distinctly, but don't exaggerate your own speech. Use normal speed as you speak, unless you are asked to slow down.

Be patient and pleasant as you address someone who is hearing impaired.

Face the light or sun as you are speaking. Light from the side or behind you will cast shadows on your face making it difficult for someone to read your speech.

Provide a clear view of your entire face and upper body, standing where everyone in the group can see you. Keep your hands and any visual aids that you may be holding away from your mouth as you speak.

Avoid hair styles and broad rimmed hats that cast shadows on your face, and do not wear sun or heavily tinted glasses when addressing an individual or group.

Beards and mustaches hide men's mouths and mask expressions, making it difficult to read speech.

Make sure participants understand what you have said before going on to the next point, or to the next station on the tour.

Keep instructions and explanations simple and brief, but use full sentences.

Make sure you have the attention of the group or individual before you start speaking.

Repeat your instructions as often as necessary. Try substituting new words for the more difficult concepts.

Explain and teach in concrete terms; avoid abstract concepts.

Speak expressively. Hearing impaired persons may not hear subtle changes in your voice tone which may indicate sarcasm or seriousness. Facial expressions, gestures, and body movements will help get your message across.

If you are writing something, don't talk at the same time, and while you are talking, don't walk around or turn your back to the group.

If an interpreter is accompanying a deaf visitor, speak directly to the deaf person, with the interpreter at your side.

When addressing someone who is hearing impaired, don't use loud tones or shout. If the person is using a hearing aid, loud noises only confuse and may distress the wearer.
When leading a game or similar activity, organize participants in a circle so that each person can see the other players.

When working with a group of hearing impaired participants, keep the group numbers small with six to ten people. When addressing the group, have them form a semi-circle around you so that they all have clear vision of your face and gestures.

Avoid activities that require verbal responses from participants.

Avoid activities that require anything but simple reading and/or writing skills.

Each instruction should be carefully demonstrated. Repeat your demonstration until each participant is able to duplicate your actions.

If you are having trouble understanding a person's speech, feel free to ask them to repeat what they have said. If that doesn't work, try using paper and pencil. The most important thing is clear communication, not how you communicate with the individual.

If you know any sign language, don't be bashful about using it. Usually your attempts will be appreciated and well received. If the individual has difficulty understanding you, they will tell you. The manual alphabet is very simple and everyone can learn it in just a few minutes.

If your activity includes a tour, begin and end the tour in a quiet area, away from distractions. If the tour route includes areas where there is a lot of noise and/or a lot of activity, explain to the group what they are about to see in a quiet area before you get there.

If you are showing the group large equipment or machinery, such as an old printing press, allow individuals to feel the vibrations of the piece as it operates. Demonstrate where to touch the device and supervise for safety.
Recreation for Deaf People
by Barbara Pomerooy
and Kathleen Zaccagnini

Can park systems better serve the deaf population? The answer to this question is yes. It is not an impossible task, but it is a new challenge. The world of the deaf is a segment of our population which has, until recently, been given very little consideration. With the long overdue push for equal opportunity for all handicapped groups, we are beginning to become aware of the deaf person's special needs.

Three major factors inhibit a community or park agency from adequately understanding and/or serving the needs of the deaf.

First is the general lack of knowledge about deafness. Thousands of Americans are born deaf or become deaf. Deafness may be caused by drugs, accidents, injury, illness, or one of many other reasons. A person can become deaf at any time, from before birth until death. Deafness may occur at home, in school, at work, or in a hospital—in short, anywhere. An infant may be born deaf or become deaf as a result of hereditary background, lack of prenatal care, measles contracted by the mother during pregnancy, or drugs improperly taken by the mother during pregnancy. A child or adult may develop a hearing impairment from a prolonged high fever, spinal meningitis, head injury, ear infections, or exposure to loud noises for an extended period of time.

Second, the general population holds many misconceptions about deafness. The handicap of deafness indicates nothing whatsoever about a person's intelligence. Both the terms "deaf and dumb" and "deaf-mute" are outdated and inaccurate. Many deaf people learn to speak and are therefore neither "dumb" nor "mute." Some deaf people have good speaking voices, but are hesitant to speak in public. For one thing, when most people are conversing with a deaf person who has good speech, they will assume that the deaf person is an excellent lip-reader. This is not necessarily true.

The third inhibiting factor is attitude. With the present emphasis on mainstreaming, we must accept the responsibility of providing equal opportunity for all. But to effect this, we must set as an intermediate goal the development of positive attitudes toward integrated programs. The community should receive adequate information about hearing impairment, because knowledge and awareness will better prepare people to accept and enjoy future programs that include the hearing-impaired.

Communication—The Main Obstacle

When a deaf individual visits the park system, he is physically able to maneuver himself—his only handicap is communication with a hearing person. If a deaf person participates in any type of group activity such as a nature walk, he will only be able to understand an average of 35 to 45 percent of the information, if he is relying on lip reading. To give an example of this, let's look at an interpretive statement made by a naturalist during a nature walk: "Black-rat snakes and owls are often found feeding on rats at the city dump." Remove feeding on rats and the whole concept of the importance of owls and snakes in pest control is completely lost. Remove just the word or, and you change the meaning again.

A sign language interpreter could be provided to translate word for word into sign language the information relayed, visitor questions, and the answers provided by the park personnel. But word-for-word interpretation into sign language will probably lose some of its meaning and content in the process. The language of the deaf is different from English. The deaf incorporate many non-verbal forms of communication—there is a great deal of summarizing (using idioms) and much pantomime (body language). This loss of information and understanding which would occur between the interpreter and the recipient could be alleviated if the person presenting the information were deaf himself. What better way to communicate with a person than in his own language?

Suggested Modifications

There are a few modifications that could be made in national, state, and local parks which would make outdoor life more rewarding to the hearing-impaired. Many of the programs, activities, and workshops sponsored by park and recreation agencies—such as nature tours, historic artifact examinations, trail hikes, slide presentations, films, and lectures—would be greatly enhanced for the deaf if captioning or an interpreter were provided.
Park staff should be encouraged, if not required, to learn sign language and courses should be offered to afford them this opportunity. In addition, all local residential institutions and public schools which serve the deaf and hard of hearing should be kept informed of any park or recreational programs of interest to this special population.

A teletypewriter (TTY) installed at park offices would be high on the list of priorities for making facilities more accessible to deaf people. Anyone can quickly learn to use this instrument which is like a typewriter. Messages are sent and received through the telephone, printed out. With a TTY at the park, the deaf visitor, recreator, or camper could stay in close contact with the "outside world."

When advertising different activities and programs available to the public, the TTY number could be given. And remember, such advertising, if done on television, should be interpreted in sign language or presented with printed captions.

Personnel at parks should be given some basic information on how to warn deaf clients of emergency situations. The best way to get the attention of deaf people is with a flashing light. In dangerous situations, however, even a person with no training can always communicate a basic message using gestures.

An Example
The Maryland-National Capital Park and Planning Commission presently has a Special Services Division which coordinates programs for the deaf community (children and adults). This includes (during the school year) segregated ski trips, Saturday morning programs, and captioned film programs. Sign language classes are also sponsored. These services are staffed with two deaf part-time people, in charge of teaching sign language. The program is expanded during the summer to include a mainstreaming program of activities such as camping, canoeing, roller skating, and mime group performances. All staff members working with these groups must learn sign language and the hearing children also participating in the program are encouraged to learn signing.

It is a step in the right direction when park agencies begin to plan and conduct programs for special groups. An even larger step is to accommodate special groups in all agency programs.

Mainstreaming
Mainstreaming is a way of assuring more variety and larger opportunities for deaf participation in park programs. Mainstreaming also calls less attention to the word "handicapped," and, therefore, aids in developing a higher self-esteem. Integration or mainstreaming also contributes to the process of informing and educating the general public about deafness.

Yet mainstreaming is probably most difficult with a deaf group because in any park program the basic objective is to inform the participants about a specific topic. To inform, it is necessary to communicate—here lies the problem. Again, the necessity for park staff learning sign language cannot be overemphasized.

Things to be considered when planning mainstreamed programs for the deaf are:
1. Qualified personnel—a park employee trained in sign language or an independent sign language interpreter
2. Multi-media to promote the program (the radio is ineffective)
3. Informing deaf organizations of a planned program
4. Use of an area for the program which is large enough for all of the deaf to see the interpreter (i.e., if you are walking on a nature trail in single file, the people at the end cannot see the interpreter)
5. When observation is a part of a program, this time must be separated from discussion time (the deaf cannot view an exhibit and watch a sign language interpreter concurrently).

These modifications only require a little extra planning time and foresight.

Deaf people are interested in recreation programs and we need to give them the opportunity to participate. To attract the deaf population, keep in mind: media systems to contact the deaf—written fliers, captioned T.V. publicity, and program listings in newspapers; contact local deaf organizations to inform them of programs and seek assistance in program planning; and select personnel who are interested in working with the deaf and interested in programming toward deaf interests.

Serving the deaf community is not a difficult task, but it is one area in which you may need guidance. Contact, through words or "signs," the deaf people in your community. Let them know you have a program for them. They are interested.

Barbara Pomeroy is Women's Athletic Director and Kathleen Zuccagnini, an Instructor in Physical Education, at Gallaudet College, the world's only liberal arts college for the hearing-impaired, located in Washington, D.C.
The Barrier of Deafness

A special section of Report prepared by the faculty and staff of Gallaudet College, the world's only accredited liberal arts college for deaf students.

Most persons, when they think of barrier free design, think about access of physically handicapped individuals to public and private buildings. But, as was brought out at the White House Conference on Handicapped Individuals, deaf and blind persons are constantly frustrated by the barriers which our environment presents to them in the area of communication. This article deals with the barriers encountered by deaf persons; some of these are physical barriers, others are barriers of attitude or misunderstanding.

Deaf People and How They Communicate

Demographers have estimated that there are about 15 million persons with hearing impairments. These impairments range from mild hearing loss, which may be somewhat compensated by a hearing aid or some form of amplification, to severe deafness which might not be helped by amplification.

Persons with hearing impairments use a wide variety of communication modes: sign language and finger-spelling, reading and writing, mime and gesture, speech and lipreading, and/or a combination of several of these methods. The modes of communication used vary with a person's preference and background and are not necessarily related to that person's degree of hearing loss. Skill in lipreading often depends solely on a person's innate ability. Many speech sounds are not visible to the lipreader. Also, there is no correlation between intelligence and speaking or lipreading ability for a deaf person. There are deaf people with earned doctorates who do not have understandable speech and who cannot lipread.

A variety of devices have been developed to assist deaf persons to communicate. These range from hearing aids to the new cochlear implants developed by the House Institute in California. While tremendous advances have been made, there is a limit to what amplification can accomplish. For some deaf persons, the threshold of awareness of sound is so close to the threshold of pain that a hearing aid can operate only within narrow limits of amplification. For others, amplification picks up unwanted background noise which interferes with the understanding of close-up sounds.

Teletypewriter devices (TTY's) enable deaf persons to use regular phone lines for communication with other persons who have similar devices. The TTY system, which was developed by a deaf man, connects a teletypewriter or similar keyboard instrument, through a coupler, with a regular telephone; messages are then typed over the phone lines. More than 10,000 deaf persons now have TTY's and many public agencies are adding these devices. Special answering services have been volunteered by a number of agencies to relay phone messages between deaf callers and persons or organizations who do not have teletypewriter devices.

Other mechanical devices used by deaf persons include flashing lights for doorbells and phones, flashing lights or vibrators for alarm clocks, and a microcomputer system which activates a light to alert deaf parents when their baby is crying.

Communication Barriers

Barriers to communication often are not apparent to a person who is not deaf. A tour through a major city's airport would not seem to show that this facility poses a communication barrier to a deaf person. Yet: a deaf person traveling to that airport to meet a friend cannot be paged by that friend who has missed his plane. A deaf traveler may arrive at a flight gate, only to learn that the flight has been shifted at the last moment to another gate. Deaf travelers have actually missed flights because airline personnel forgot to inform them of flight changes. They have also wound up on planes to the wrong places. Further, a deaf person who wants to make a flight reservation may be unable to locate a hearing friend to place such a phone call and, therefore, have to drive to the airport to make the arrangement.

These kinds of frustrations are a daily occurrence for a deaf person. Deaf persons encounter buildings with intercom systems to gain admittance; must rely, in large part, on friends or neighbors to call repairmen or make doctor's appointments; cannot know when an emergency alarm is activated in a public building; and will not know when their number is called at the deli counter in the supermarket. Hearing people generally just never give much thought to how much the world relies on audio, rather than visual messages, whether it is the siren on an emergency vehicle or the intercom in the pizza take-out.

Breaking Down the Barriers

All environments should require a visual counterpart to warning bells or sirens. This could be a flashing light or sign, which should be placed away from windows and conventional lighting and be of sufficient intensity to attract the attention of anyone in the area.

Certified interpreter services would be of great assistance to hearing impaired persons who have business with public or private agencies. Since English is really a second language for some deaf people, writing on a pad or attempting to communicate through speech and lipreading may lead to many misunderstandings. Deaf persons for whom English is a second language

need the services of an interpreter using American Sign Language (ASL). It should be noted that there are interpreters for persons who rely on lipreading as well as interpreters skilled in ASL and/or signed English. The certified interpreter could be a staff member of the agency or part of an interpreter pool, on call to the agency or business as needed. A sign should be installed showing the deaf person where the interpreter service is located.

Public buildings should be well lighted and acoustically designed to reduce background noise. A person communicating with a deaf person should never be placed between that deaf person and a light source, but rather should stand so that the light is to the deaf person’s back.

A teletypewriter phone and phone with an amplifier compatible with hearing aids should be located wherever there is a bank of public telephones, as well as at central switchboards or information desks. Businesses with deaf employees or which expect to have deaf persons as customers should also have TTY’s. Communities should provide answering/relay services for deaf persons.

Doors in heavy traffic areas should have glass panels or windows since deaf persons need to see to know that someone is approaching a door from the other side. Similarly, glass security windows at reception and service desks should not have obstructions which make it difficult for a deaf consumer to see the service person.

Visual counterparts to public address systems should be provided. TV monitors are now being used in train and airline terminals to announce arrival and departure information, and these could be used to present announcements for hearing handicapped persons. A flashing light or signal, along with an audio announcement, could be used to alert persons that a special message is being displayed.

In trains and/or subway stations, the signs naming the stations should be clearly visible through the window of the cars so that a deaf person is not dependent on a conductor’s announcement. It would also be helpful if fare information and routes and schedules were posted.

**Signals and Security**

In apartment buildings, smoke detectors with flashing lights should be available as should doorbell lights. Appliances should be marketed with flashing lights in addition to sound warnings to indicate that the appliance is on or has completed its task. In high security apartments, closed circuit TV systems could be used as visual intercoms, at least between the building door and a manager’s or superintendent’s office.

Public buildings, exhibits, museums and galleries are today increasingly adding electronic systems which supply information through a headset or portable receiver. Scripts of this narrative should be provided, or interpreted tours offered, to deaf individuals and/or groups. Seating at the front of auditoriums and theatres should be reserved for hearing impaired persons who may need to lipread speakers, or whose enjoyment of a production may depend completely on ability to observe the action. Printed scripts and/or interpreter services should also be provided. The Folger Theatre in Washington, D.C., will provide an interpreted performance of each of its productions in the coming year.

Finally, any agency or organization which requires clients to complete written forms should be sure that these forms are written in as simple and clear language as possible. A videocassette with a signed presentation of information or instruction might be an effective aid to agencies who deal with deaf persons on a regular basis.

This description of barriers encountered by deaf persons and possibilities for overcoming them is certainly not complete. The barriers posed by television itself could take a full issue of this publication. Individuals and organizations should look closely at their own environments from the point of view of a hearing handicapped person. As information and research is developed it should be shared; this article is merely the beginning.

If you have comments or ideas you would like to share, send them to the editor of *Report* or to the Planning Office, Gallaudet College, 7th Street and Florida Avenue NE, Washington, DC 20002.

This article was prepared in conjunction with Gallaudet College’s sponsorship of this issue of *Report*. Gallaudet is a founding member of the National Center for a Barrier Free Environment.
SUNOL IN SIGNS

AN INTRODUCTION TO ENVIRONMENTAL INTERPRETATION IN SIGN LANGUAGE

PREPARED FOR THE 1974 ASILOMAR CONFERENCE
BY DAVE LEWTON, EAST BAY REGIONAL PARK DISTRICT

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The drawings used in this story came from:

Note on drawings:
1. The dotted hand is the "before" position.
2. Solid arrow indicates the motion is made once.
3. Open arrow means to repeat the motion 2 or 3 times.

Note on indexing system.
The first number designates the page, and the second is its place on that page.

Source: The Interpreter, Spring 1974.
Welcome to SUNOL PARK.

Let's travel beside the river.

Through the forest, coming back across the green field.

V-C: 12 growth (meadow)
1. WELCOME--Bring the right open hand toward the body, palm facing up.
2. TO--Direct the right index finger toward, and then touch, the left index fingertip which is pointing up.
3. LET, ALLOW, PERMIT--Both open hands with fingers pointing forward, palms facing in, are bent upward from the wrist till the fingers point slightly upward and outward (the heels of the hands being closer together than the tips of the fingers).
4. TRAVEL--Move the right curved "V" hand forward in a zigzag movement palm facing down. OR--Push the right upright index finger out from you in a zigzag motion, palm facing in.
5. BESIDE--Place the "A" hands together, palm to palm one inch apart.
6. See page 1-9
7. RIVER--Sign "WATER" ("W" at the side of the mouth); then place the left hand behind the right, palms down and wiggle the fingers as the hands are moved toward the right.
8. THROUGH--Move the right open hand forward between the index and middle fingers of the left hand which is facing you.
9. THE--Give the index finger a single shake with the hand held up at a 45 degree angle. Some schools are using a "T" hand facing palm in, then twisted to face palm out. note: "The" is usually omitted from conversation.
10. TREE--Hold the right arm up before you, placing the elbow into the left palm; shake the right "5" hand in and out rapidly several times. FOREST--Make the sign for tree moving to the right.
11. COME--Index fingers rotating around each other move toward the body, (palms toward self).
12. BACK, AGAIN--The right curved hand faces up then turns and moves to the left so that the finger tips touch the left open palm which is pointing forward with palm facing right.
13. ACROSS--The little finger edge of the right open hand passes across the back of the left open hand, which is held palm down.
14. GREEN--Draw the "G" hand to the right with a shaking motion.
15. GROW, SPRING--The right "AND" hand opens as it comes up through the left "C" which is held before you with the palm facing right.
16. FIELD, LAND--Rub the fingertips of both hands with the thumb as if feeling soil; make a counterclockwise circle with the right open hand, palm down.
17. MEADOW--A combination of the words green, grow and field.
Notice the water snake swimming in the slow water searching for small frogs and fish. These small frogs and fish eat water insects which some fish eat.
1. NOTICE--(OBSERVE) Point to the eye with the right index finger and then touch the left palm.

2. See page 1-9.

3. WATER--Strike the side of the mouth several times with the index finger of the "W" hand.

4. SNAKE--Use the right "G" hand pointing forward and move it forward in a circular motion passing under the left arm.

5. SWIMMING--Represent the natural motion of swimming.

6. IN--Place the closed fingertips of the right hand into the left "C" hand.

7. See page 1-9.

8. SLOW--Stroke down the back of the left hand slowly with the right hand.


10. SEARCH, SEEK, LOOK FOR, CURIOUS--The "C" hand with palm facing left, circles several times up-left-down-right before the face.

11. FOR--Point toward the right side of the forehead with index finger; then circle downward and forward ending with the index finger pointing forward at eye level.

12. SMALL--Hold both slightly curved hands before you, palm facing palm, and push hands toward each other several times.

13. FROG--Place the "S" hand at the throat and then snap out the index and middle fingers, ending in a "V" position which is pointing left.

14. AND--Place the right hand before you, fingers spread apart and pointing left (palm facing self,) draw the hand to the right, closing the tips.

15. FISH--Point the right open hand forward, palm facing left (left fingertips touching the right arm near the elbow): move the right hand back and forth to indicate the fish's tail in the water.

16. THESE, THOSE, THEM, THEY--Point index finger at several imaginary objects before you.


18. See page 2-14.

19. SOME--Place the little-finger side of the right curved hand into the left palm; draw the right hand toward self and straighten it.


21. EAT--The "AND" hand is thrown lightly toward the mouth several times.

22. See page 2-3.

23. INSECTS--Hold up hands, thumbs crossed and flutter fingers as in typing.

24. WHICH--Place both "A" hands before you with palms facing each other and raise and lower them alternately.
ALGAE

get (1) food (2) from (3)

Green (4)

PLANTS

AIR

change (5) and (6) water (7) to (8) food (9)

LEAVES

when (10) sunlight (11) touches (12) the (13)

The (14) other (15) end (16) of (17) this (18) food (19)

chain (20), maybe, (21) is (22) that (23)
1. GET, OBTAIN--Both open "5" hands palms facing each other close into "S" hands, the right on top of and touching the left.

2. FOOD--Sign "EAT" (throw the right "AND" hand lightly toward the mouth several times.)

3. FROM--Point the left index finger to the right, palm facing in; then place the right "X", palm facing left, against the left index and pull it toward you and down.

4. See page 1-14.

5. CHANGE--Using a modified "A" position in both hands place the right "A" so that the palm faces forward with the left "A" facing it; twist the hands around until they have reversed positions.


7. See page 2-3.

8. See page 1-2.

9. See page 3-2.

10. WHEN--Left index is held up facing you; right index faces out and describes a circle before the left index coming to rest on the tip of the left index. This sign is sometimes made by pointing the index fingers forward with palms up and bringing them to the center ending with index fingers side by side (palms down).

11. SUN--Draw a clockwise circle in the air.

12. TOUCH--Touch the back of the left hand with the right middle finger, other fingers extended.

13. & 14. See page 1-9

15. OTHER, ANOTHER--Move the "A" hand slightly up and to the right.

16. END, LAST--Hold up the left "S" with the little finger extended; with a downward motion strike the end of the little finger with the right index finger (or little finger).

17. OF--Move the sign for "join" up 2 or 3 inches.

18. THIS--Point down at an imaginary spot.

19. See page 3-2.

20. CHAIN--Link together the index and thumb of each hand (other fingers extended); repeat several times first with the index side of the right hand up, then with the thumb side up.

21. MAYBE, PERHAPS, MAY--Both open hands, facing up and fingers pointing forward, are raised and lowered alternately.

22. IS, AM, ARE--Place the tip of the index finger at the mouth; move it forward, still upright.

23. THAT--Place the right "Y" on left palm, or if the object is before you, point at it.
turtle (1) because (2) he (3) likes (4) dead (5)

animals (6) eat (8) turtles (9) keep (10)

rivers (11) clean (12) and (13) make (14)

ALGAE

for (15) more (16) As (17) we (18) go (19)

up (20) this (21) valley (22) notice (23) that (24)
- AS IT LOOKS TO THE PERSON READING IT.

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Always spell with the palm of your hand TOWARD the person you are spelling to. Learn to form the letters with the fingers ONLY. Do not bend the wrist. No noticeable pause or stop is made between letters or words. With practice, you learn to distinguish between words without spaces between them.
AS IT LOOKS TO THE PERSON SPELLING IT.
ABOUT MENTAL RETARDATION

In people described as mentally retarded, learning ability develops slower than average. Reasoning and judgement capabilities may also develop at a slower pace. For most people with mental retardation, it is not the ability to learn that is missing, but the speed and ease in which things are learned is slower.

The range and capabilities in people with mental retardation is probably greater than in any other disability group, and it is with mental retardation and emotional impairments that the general public has the most apprehension and misconceptions.

People with mental retardation are often overprotected and discouraged from exploring the world or interacting with others. Often these people are limited to participating in programs that are designed "especially for their needs," and allowed to socialize only with "their own kind." After finishing a specialized education program as a child or young adult, many may spend their adult years in inactivity.

Fortunately, the practice of institutionalizing mentally retarded people is changing. With more appropriate training and education, many people learn to become independent citizens, managing their own homes or apartments, and money. Many are able to get and hold a non-skilled or semi-skilled job.

Many people with mental retardation have problems with coordination, balance, agility, strength, body awareness, and self image. These problems are often the result of inactivity and lack of the opportunity to participate in group activities.

Mildly to moderately retarded people will not usually behave very differently from their peers. They may be interested in things that we perceive to be more appropriate for younger people, and some social skills may be below their expected age level.

While learning skills of a person with mental retardation may be more concrete, more repetitive, and perhaps less focused than their nonretarded peers, their emotional life, sense of humor, and sensitivity to others may be more sophisticated than expected.
GENERAL INFORMATION FOR PREPARING PROGRAMS FOR MENTALLY RETARDED AND MENTALLY IMPAIRED PEOPLE

In order to facilitate the visit, the tour leader should talk to the teacher/leader before the visit and ascertain the following:

1. Are the students/clients mobile, in wheelchairs, on crutches, partially mobile, mixed.
2. Are they aware of basic concepts such as up/down, in/out, shapes, colors.
3. Are they verbal, non-verbal and to what extent either.
4. Have the students/clients visited similar facilities before.
5. Have the students/clients participated in events similar to those you offer - for example with botanical gardens - do they grow flowers in the classroom/living situation, for zoos - do they participate in the care of living creatures.
6. What kind of a situation are the students/clients coming from - classroom, living situation, social organization, training center.
7. How independent are the students/clients - do they have the ability to go out and visit places on their own.
8. What does the teacher/leader want for her/his student/clients from the visit. What do they expect from you. What does the teacher/leader expect from the group they bring.

Points To Remember when Working with and Planning for Mentally Retarded Children and Adults

1. Tactile experiences are the best. The more activities they can participate in the more "memorable" their visit will be for them.
2. Relate as many experiences to them and their body as you can. For example when working with animals point out the feet, head, ears, eyes, etc. and have them do the same to their body.
3. Relate activities when possible to their daily lives.
4. Keep concepts to a minimum. Center your lesson on one color, shape, texture, animal, flower, type of rock, etc.
5. Arrange a series of visits if possible. One visit is better than none BUT a series (planned with the teacher/leader) can be much more beneficial to all concerned - including your staff.
6. Work with the leader/teacher when planning the visit. They know (or should know) their group and will be able to tell you what they feel would be feasible.

7. If at all possible, visit the group in their learning or social environment. Your basic uncomfortable feelings about retarded people will disappear as you learn about them and become more at ease with them.

Absolutely Essential Points to Remember

1. A sense of humor is essential.

2. Always expect the best and be prepared for anything.
LEADERSHIP ELEMENTS FOR WORKING WITH
PEOPLE WITH MENTAL RETARDATION

Your attitude and presentation must be friendly and unhurried. Remember
this visit is a new experience for most of the participants. It is the
quality of the experience and not how much they do or see during their
visit that is important.

Begin your program in a quiet area away from other visitors and visual
or auditory distractions.

Before beginning your tour or program, make the group feel that you are
their friend, while holding their respect and maintaining discipline.

Review simple safety and conduct rules with the group before you begin
your program. Be consistent in all dealings with individuals and the
group.

When working with a group of people who have mental retardation, keep
the group small with 5 to 6 participants in each group.

Tolerance, kindness, patience, and imagination are essential skills you
will need when working with mentally retarded people.

Do not inflict your expectations on the individual or group's interest
and performance. Do not underestimate their abilities and interest,
but do not expect them to act as others of their own age in every way.
As for all people, activities selected should be based on their abili­
ties and not their I.Q., mental age, or chronological age.

People with mental retardation often have short attention spans. Unruly
behavior often is a result of boredom, and exposure to unfamiliar or
frightening environments. Keep your explanations simple and exciting.

Many participants with mental retardation do not have many opportunities
to develop physical stamina. Adjust your choice of activities to allow
plenty of rest periods, water, and restroom stops. Do not expect the
group to go on a five mile hike the first time on the trail.

Do not bribe individuals for their attention and participation. Many
people with mental retardation are eager to please and gain your approv­
al. Do not take advantage of their willingness to work and do favors
for you.

Some participants may be fearful of everyday noises or new activities
and environments. Do not decide that you are going to "cure" them of
this fear. If after some non-pressure encouragement they still do not
want to try, move on to a new activity.

Do not eliminate a participant simply because they do not understand
your goals or directions the first time, or even the thirtieth time
you explain. Try rephrasing your instructions in less complex terms.
They may have to watch the activity for awhile before they understand
it enough to try.
Recognize that participants may have both mental and physical limitations. Don't lose your composure or patience if they are unable to comprehend what you think is important.

Talk with the group and not at them. Do not patronize or talk down to the participants.

Listen to what participants are saying, they may have something valuable to contribute to your discussion or activity.

When instructing an activity or introducing new materials, keep your instructions simple, clear, and concise. Teach through demonstration and give only one direction at a time. Repeat your directions as often as necessary.

Reinforce your information with as many additional media aids as possible. Do not rely on verbal explanations alone. When choosing visual aids, select those with the basic information that you want the participants to learn. Do not select those with too much detail.

Allow opportunity for participants to reproduce your actions several times independently.

Games and activities introduced to the group should be noncompetitive, and bring about group cooperation.

Do not select games or activities that eliminate participants.

Restructure games and activities so that all participants experience success.

A variety of activities should be planned to keep participants interest heightened, but do not introduce so many that individuals may become confused or frustrated.

Stop a game or activity while interest is still high, don't wait until participants are bored.

Never embarrass, confuse, or make a participant the victim of your humor.

If possible, make available a souvenir for each participant to take with them. This gives them something that will trigger their memory about the experience for sometime to come.

Do not select activities that require reading and writing skills.

If you think someone needs help, offer to assist them, but wait until they accept your offer. The person may prefer to do the activity themselves.

See also: "Elements for Effective Leadership Skills in Providing Full Spectrum Visitor Services."
...ABOUT EMOTIONAL IMPAIRMENTS

There are many situations or behaviors that may lead us to label someone as emotionally impaired. These behaviors may develop as part of an individual's "coping strategies" to survive in their environment. People with emotional impairments have adapted methods to interact with their surroundings as a matter of a perceived "fight for survival."

"Behaviors that we call disturbed are probably caused by an interaction between an individual's unique physiology and coping style with the social environment and life stresses and traumas he or she experiences."
(From: What's the Difference?)

Someone simply may be of an ethnic minority whose life style and needs are different from the prevailing "norm." Others may have a variety of behavior problems and may act them out, may become aggressive and perhaps harmful to themselves and/or others. Still others may be people whose lives are filled with extreme fears, withdrawal, depression, anxiety, and stresses. Some people have developed problems as a result of alcohol and drug abuse.

Conditions that may be labeled as autistic, schizophrenic, psychotic, and other severe impairments may appear as a "lack of contact with the real world," and an inability to relate to others. These people may have severe language impairments, a strong need for predictability in their daily lives, and repetitive behaviors.

Sometimes the greatest barrier in working with a group of visitors who have been labeled as emotionally impaired, is that we have fears and expectations about their behavior. This labeling in itself, gives us a little more information about the group than we know about the average group coming into the park. This knowledge, our fears, and expectations may affect our approach and our programs.

Knowing the cause or definition behind a label does not improve our services or skills. What is important to remember is that people with emotional impairments are just like any other group who comes into your park. Any problems that arise will be few and far between. Rely on the group leaders to handle difficult situations if they should arise; chances are they won't.

Be supportive and friendly, but remember that emotionally impaired people may be very sensitive to stress. Don't "put them in cotton" or run away in fear that they will become violent or do something strange. Offer support and structure in your program. Working with the group leaders and the group before they arrive in your park may be important for your own comfort, and the comfort of the participants.
PLANNING ELEMENTS FOR WORKING WITH PEOPLE WITH EMOTIONAL IMPAIRMENTS

Visit the group in their regular setting (classroom, workshop, etc.) before they arrive at your site. You will gain some insight of participants capabilities which will help you plan activities for your program. They will be meeting you in surroundings where they feel more secure. When the group arrives at your site, you will be a friendly and familiar face in a new environment, and thus help reduce any "shock" of the new surroundings.

People with emotional impairments may become frustrated easily. Activities that ensure success for each participant are important.

When working with the group leader prior to the visit, make sure they understand that you expect them to handle behavior problems. Ask them if there are certain behaviors to watch for and what steps you should take if they occur.

Some people with emotional impairments have a strong need for approval and acceptance. Souvenirs are helpful as a memory key, and as a signal of friendly approval.

Plan and include activities that will lead to physical fatigue, but do not conduct activities that require physical stamina for the entire program.

In general, skills required for planning programs for people with emotional impairments are the same as with any other group. Review "Planning Elements for Full Spectrum Visitor Services" for more suggestions.
LEADERSHIP ELEMENTS FOR WORKING WITH PEOPLE WITH EMOTIONAL IMPAIRMENTS

Skills required for working with people with emotional impairments are the same as for any group of people entering your park or site. Review the general guidelines listed in "Elements for Effective Leadership Skills in Providing Full Spectrum Visitor Services."

Accept participants as people. Do not be fearful and expect violent or unpleasant behavior. Rely on group leaders to handle difficult situations if they should arise.

Be supportive and friendly. Remember that people with emotional impairments may be very sensitive to stress and new environments.

Structure and limits are imperative when working with any group, and this is especially true for emotionally impaired people. Make sure that you set realistic limits for the group as they arrive, before beginning any activities.

Use voice control and body language that demonstrate your competence and authority.

Be enthusiastic about your program, while maintaining a position of authority and respect.

Be an active participant as well as a program leader.

Choose program activities that promote cooperation between individuals to achieve common goals.

Select activities where participants are not competing against each other.

Encourage group members to actively participate, but do not pressure them. Choose activities that allow opportunities for spectators as well as active participation.

Allow participants to choose the activities that they would like to do.

Don't let your expectations and fears limit the opportunities you provide to group members.

Respect each participant as a person with individual needs, skills, talents, and interests.

Don't rush activities. Relax and be flexible as your program progresses through the day.

Be aware of changes in individual and group moods.

Have several activities prepared. If one isn't going well, quickly change to another. Have several approaches to each activity in mind.
Some participants may be taking medication which may affect their responses. They may appear to be uninterested or unable to understand your program. Relax and work with them at their own pace.

Be firm in correcting inappropriate behavior when it occurs. Use peer pressure to help direct behavior in appropriate channels.

Don't react to people with emotional impairments as if they are "sick." Their "condition" is not contagious; treat them as you do anyone else.

Where possible, give participants opportunities for responsibilities (helping to set up, clean up, become an active part of your demonstration, etc.)
MEMO FOR EMPLOYERS

So you have decided to hire a mentally restored worker. Perhaps you are wondering how to treat him. The only ground rule is the Golden Rule—treat him as you would wish to be treated, if you were in his place. Other “Do’s”:

- **DO** consider him as an average human being, same as any other. If you eye him as a creature from another planet, you’re not helping in his effort to live an average life.

- **DO** trust him to keep hold of his emotions, and let him know you trust him. He’s probably less likely to fly off the handle than most.

- **DO** help him put his mental illness behind him. He’s been ill; he’s been helped; a chapter has ended and a new chapter has started. He is changing roles in the drama of his life—from “patient” to “worker.” Encourage the new role.

- **DO** give him his share of work. He’ll know if you are trying to “baby” him, trying to protect him from more difficult assignments. Over-protection doesn’t help him; it slows his comeback.

- **DO** give him thorough orientation—where he is to work, timeclock, lockers, restroom, cafeteria or lunch area, drinking fountains, public transportation, clothes to wear, whom to report to, rates of pay, payroll deductions—as you would any new employee. If he has been out of the labor force any length of time, orientation may take a bit longer than usual. He may have to adjust to a new world of work. But he will. Give him time.

- **DO** keep in mind you will know more about this worker than about the average job applicant coming in off the street. He has been tested and probed and analyzed by any number of professionals. When they decide “this person is ready for work,” you can depend on their judgment. You can be sure you are getting a person worth his salt.

- **DO** make him feel he’s a member of the work-a-day team, not an outsider. He will respond to human warmth and kindness from his supervisors as well as his fellow workers. Don’t we all?

- **DO** let him know you are there if he wants to talk to you about anything, including his former mental illness (which, after all, was a major experience for him). Your “permissive” attitude of sympathetic listening will be helped, as the saying goes, by developing “big ears and a small mouth.”

- **DO** make note of his on-the-job strong points. When he turns out to be a satisfactory employee, pass the word on to other employers that...
NO QUESTIONS ASKED
No questions asked. No special treatment. These simple guidelines at an instrumentation lab are the reasons it's been so successful in hiring mentally restored workers. Supervisors ask no questions about past medical history. What they want to know is: "Can you do the job?" Also, they give no special treatment to ex-mental patients; they're considered part of the work force and they're treated that way.

Results: in one year 25 mentally restored workers were hired. Their training took a bit longer than average; their absentee rate was better than other workers; their turnover rate was the same; their productivity rate almost as good; their promotion rate, far better.

ABLE TO WORK
A person is diagnosed as mentally ill but he's able to stay on the job with regular treatment. What kind of work performance can be expected of him?

To find out, Columbia University matched job records of workers treated for mental illness with records of workers not needing treatment, performing similar jobs. The former group performed every bit as well as the latter group.

MEANING OF WORK
Mentally restored people on their first jobs in a long time paused briefly to compare notes. Some of their comments:

"Working gets your life going. It makes you feel different, feel important. When you walk in a store you feel, well, I can buy this or that because it's MY money. A wonderful feeling."

"I've learned one thing. Whether you are happy, unhappy or whatever, you must continue to function. There is no other answer. Employment gives you this feeling of functioning."

Their bosses also compared notes. Their comments:

"In the beginning they feel strange, like anyone else. After a couple of days they seem to join in the crowd. Our people don't give a darn who they are as long as they can do a day's work."

These people stand toe to toe with anybody—not just the guys who are dragging but the guys who are high-speed.

THEY CAN DO THE JOB
Says a New England plant manager: "We don't hire mentally restored workers because we feel we should. We hire them because we feel they can do the job."

NEW APPROACH
More and more businesses are adopting this new approach in hiring mentally restored workers, states "The Mentally Ill Employee," published by the American Psychiatric Association:

- In hiring, the main question is whether the person can do the job, not whether he has had a history of mental illness.
- If he has a mental breakdown at work, the company mobilizes all resources of the community to help him get back on his feet.
- When he's ready for work, the company develops a plan for his proper placement and acceptance.

APA points out that old ideas of total rejection of ex-mental patients are melting away. Companies can't afford to pass up skilled manpower, even those with histories of mental illness.

ABILITY COUNTS: HIRE THE MENTALLY RESTORED
...ABOUT MOBILITY IMPAIRMENTS

"It is estimated that nearly 60 percent of the population of the United States is mobility impaired at any one point in time; that is, they are having problems with one or more elements of the built environment."

"Most buildings, facilities, and equipment are designed for the average adult of average weight, height, stamina, agility, reaction time, eye sight, and hearing. However from birth to death we are all faced with varying degrees of ability in motor development, communication, comprehension, and in the latter stages of life, a possible reduction in the loss of vision, hearing, and other senses that will affect our performance of everyday tasks. Temporary disability in the form of strained backs, broken legs, or some illnesses will also modify our actions."

(Source: "Design for Access" by Michael A. Jones and John H. Catlin, Progressive Architecture, April 1978.)

We have all experienced limited mobility at some point during our lives. As toddlers, the man-made environment and much or the natural world presented hurdles that made it difficult and tiring for independent navigation. Steps were too high, streets too long, chair seats were too far from the floor. Most of us do not think of toddlers as mobility impaired people, nor do we tend to include pregnant women in our thoughts of someone with limited mobility. However, advanced pregnancy may place extra burdens on a woman as she navigates through her environment.

Too often we focus on the disability or limitation(s) of that disability as we perceive it. Our reactions, conversation, and interactions are often aimed at the disability and not at the person. Many people with a disability refer to their "condition" as an inconvenience, rather than a handicap or limitation. This inconvenience may require the individual to be creative in moving around the environment and in accomplishing tasks of everyday living.

The following descriptions list conditions that may affect an individual's mobility and independence within the environment. We include them in this section to help you become aware of some of the concerns that people may have as they come into our parks.

People Who Use Wheelchairs for Mobility

Wheelchairs allow people with many disabling conditions mobility that they might not otherwise have, or would find greatly reduced. Congenital impairments, accidents, and illness can all leave parts of our bodies in different stages of weakness, paralysis, or absence.
Paralysis may not only affect motor control of certain parts of our body, but may also affect responses to external stimuli, such as touch, temperature, pain, and sometimes even awareness of body position.

Some environmental concerns of people who use wheelchairs include obvious things such as ramped entrances and elevators instead of stairs; adequate parking in convenient areas; level walks with firm surfaces; and wide aisles in stores and classrooms. Not only are accessible toilet facilities a must, but also availability of drinking water. Due to immobility, it is imperative that large amounts of water be consumed. Renal infection and failure are the leading cause of death in paraplegic and quadraplegic men and women.

Many people with severe upper and lower limb impairments, or with greatly reduced stamina, use electrically powered wheelchairs for mobility. Uneven surfaces such as cobblestones, can cause a moving chair to jolt, a rough ride, and fine control required to operate an electric wheelchair may become erratic or even stop. Uneven surfaces can also aggravate extreme pain in some people.

Many people with impaired mobility also have faulty internal thermostats, and are unable to adjust their body temperature needs to meet external demands. In hot weather these people may not be able to perspire freely, and thus may suffer heat stroke at a relatively low temperature. In some conditions pain and/or muscle and joint flexibility may be affected by cold and dampness. Thus people with mobility limitations need opportunities to escape from uncomfortable climatic conditions, which may become life threatening for some.

People Who Have Difficulty In Walking

People who have difficulty in walking may or may not walk with aids such as crutches, a cane, a walker, braces, artificial limbs, or even by holding onto a friend's arm. Reduced agility, speed of movement, difficulty in balance, reduced endurance, or even a combination of these may contribute to impaired mobility. Often energy reserves are used faster than average, as a person who walks with difficulty may be required to spend it in trying to keep their balance or otherwise meet challenges of the environment as it confronts their limitations.

Some environmental elements of concern to people with walking difficulties include uneven walking surfaces, walks interrupted with raised or uneven expansion joints, slippery surfaces such as highly polished floors or wet showers rooms, walks filled with debris, areas that collect standing, water, sand, and/or ice, etc.
People who wear leg braces or artificial limbs may find stairs with square nosing a great hazard. Their toe may get caught by the nosing, making it difficult to pass from one level to the next, and possibly trip or fall.

Handrails on both sides of stairs and ramps are particularly helpful to people with walking difficulty. Handrails are needed on both sides, as someone may be stronger on one side over the other, and not everyone is "right handed." Often people who may be using a wheelchair will use the handrails along the ramp as an assist up the incline.

Heavy doors are often a problem for everyone, but people who use crutches, canes, or walkers may have another problem. The door may close too quickly and trap the crutch or may tip below the bottom of the door.

People With Upper Limb Impairments

While we don't normally think of someone with "two good legs" having a mobility problem, our environment requires extensive and complex manipulative skills and strength for people to function independently.

Environmental concerns of people with upper limb impairments include styles of knobs, buttons, and handles to operate doors, drinking fountains, coin operated vending machines, telephones, elevator controls, and the weight of exterior doors, etc.

Fixtures to operate doors and drinking fountains, etc., should be lever style, with a non-slip finish. They should be large, and shut-off springs or quick self-closing devices should be avoided.

People with upper limb impairments may have some difficulty with balance, especially when climbing stairs, or walking up inclines. Handrails along both sides of the risers will be helpful in providing support when the individual leans against them.

People With Less Than Average Agility, Stamina, and Slower Reaction Times

Many people have multiple health problems which may include cardiovascular and cardiopulmonary diseases, hypertension, and degenerative conditions of aging. Pregnant women and young children may also have difficulty with limited agility, stamina, and slower than average reaction times.

There are many environmental elements that require people to make quick decisions and/or to be strong and agile. Such elements include revolving doors, escalators, street crossings, boarding buses and street cars, etc. Not only do elderly people have difficulty with these facilities, but most children are impeded by these elements.
Earlier we discussed some concerns of toddlers and pregnant women. Often we build trails and streets without providing seating or resting spaces. When we build our environment to accommodate people with limited agility and stamina, we will be increasing safety, comfort and effectiveness of our facilities for all people.

People Who Have Problems With Inflexibility

Many people have difficulty with the environment due to inflexibility from severe arthritis, chronic back conditions, congenital impairments, wearing braces or casts, pregnancy, etc.

Some design problems for these people include situations which require bending, twisting, sitting, kneeling, and rising to a standing position. Chairs and benches with back and arm rests are helpful when someone is lowering or rising from the seat. Tables with central pedestals are less stable than those with corner supports, as many people lean on the table for support as they rise. The height and location of door handles, drinking fountains, display boards, telephones, etc. all may contribute to comfort, or increase the barriers to independence in our environment.

People With Visual and/or Hearing Impairments

People with visual and/or hearing impairments may have many barriers to independent mobility within the environment. Both of these conditions are discussed at length in other sections of this handbook.

Just a Recap...

We all experience limited mobility at some point during our lives. When planning a program, or meeting a group of people, don't impose your ideas and expectations on their capabilities or limitations. The individual is a person first, who happens to have a condition that may be an inconvenience as they function during their daily activities.

A disability or impairment is simply a condition that may affect an individual's mobility and/or independence within the environment.
PLANNING FACTORS FOR WORKING WITH PEOPLE WITH MOBILITY IMPAIRMENTS

Talk with the group leader to gain understanding of capabilities, limitations and past experiences of the group, before they arrive.

If possible, visit the group in their normal setting before they arrive in your park.

Review your program site and tour route before the group arrives. Make modifications in your tour as required to accommodate people who are unable to climb stairs, walk long distances, need wider doors to allow their wheelchair passage, etc.

Review your site and tour route and plan where the group can take rest stops, the location of drinking fountains, and restrooms. It may be necessary to reroute your hike, or choose another trail.

Plan your tour route to include shelter from weather. Many mobility impaired people are unable to automatically adjust their internal thermostats to meet external demands. In hot weather, these people may not be able to perspire freely and may suffer heat stroke at a relatively low temperature. Cold and dampness may affect pain and/or muscle and joint flexibility, thereby limiting the length of enjoyment and distance the participant may be able to travel.

There is no need to cancel planned programs because of bad weather, just be ready to change your program plans.

Rough terrain may aggravate painful conditions, especially for someone who may be using a wheelchair. Rough terrain may also present tripping hazards to some people who use braces and artificial limbs. Review your site and trail with this in mind, then adjust your approach, distance that you expect to travel, and your speed of travel.

It is best to select tour and walking routes that are easily traversed, that do not offer tripping hazards, but also provide a firm steadfast surface. This does not mean that the only place to take a group for a walk is in the parking lot. Many fire roads and trails that have been scraped down to firm earth are usable.

Do not avoid a program just because you think the group will not be able to participate or gain anything from the experience. Look at the activity again, maybe the group can be "challenged" to work together and overcome the obstacle.

The most important planning and leadership element is - don't be afraid to try, and if something doesn't work - so what! The interaction between yourself and the participants is what counts, not how much they have done, or how far down the trail they went. Both you and the participants should enjoy the experience.

Review "Planning Elements for Full Spectrum Visitor Services" for general guidelines in planning activities for all groups who may visit your park.
LEADERSHIP ELEMENTS FOR WORKING WITH MOBILITY IMPAIRED PERSONS

Use the same sound leadership and planning skills that you use with any other group of participants visiting your park.

Do not inflict your expected limitations on the capabilities and interests of the group.

Make sure that your programs offer opportunity for success, new experiences, and challenges for every participant.

Allow participants to participate in all activities that you offer to the group. Let individuals make their own decision of what they can and cannot do.

While leading a program or hike, allow opportunities for frequent rest stops, including water, restrooms, and refreshments.

When stopping to rest, don't just announce that "this is a rest stop," find something interesting to do during the time. Take pictures, look at a peaceful scene, collect sounds, etc.

Do not be overly helpful. If you think someone needs help, ask them first and wait for their reply.

If someone is using a wheelchair, don't automatically grab hold of the handles and become the driver. Ask the person if they need and would like assistance. If they say no, honor their wishes, but don't run away. Just because they are sitting in a wheelchair, it doesn't mean that they are an invalid.

Do not remove someone's crutches, cane or walker the moment they sit down. The individual will be more independent and may feel more secure if they do not have to ask for their crutches to be returned before they can move on to the next spot.

Review the handling and safety tips of working with a wheelchair included in this handbook.

Some participants who use a wheelchair, may have found a safer method to go down a curb or steep incline. Ask them first, not everyone goes "by the book."

Do not allow aides and attendants to do everything for the participants. This will prevent the aides from becoming the participants, and the participants from becoming spectators. Participants should be encouraged to do everything they can for themselves.

Never discuss a participant with the group leader, teacher, member of their family, or with another participant.
Be creative and ready to try new games, or old games with new twists. Include everyone in the group. Ask members of the group if they have any ideas and how-to's.

Remember that each of us participates at our own pace, allow members to move at their own. Keep the group together. When a group separates, often the people at the front will wait until the slower traveler arrives and as soon as they do, the first ones will take off again. The slower person never gets a chance to rest, or to hear what is happening with the front runners. The slower person is left always trying to catch up.

Provide for shelter from the weather. If it is hot, plan for quiet activities in a cool area. Many mobility impaired people are unable to automatically adjust their internal thermostats, and are vulnerable to heat stroke at relatively low temperatures. If it is cold, advise the group to bring adequate clothing. Remember that pain may be intensified by exposure to cold and dampness. Keep your eyes open for signs of participant discomfort.

Don't give up easily, If the program is getting off slowly, or the group doesn't seem to be walking the trail as fast as you think they should, try changing your approach.

Be patient. Just because a person doesn't move quickly, it doesn't mean they are less of a person, or getting less from the experience. Take the time to talk with individuals and get to know each other.

Don't be afraid of participants and their equipment. The equipment, even though some of it may look as if it came from NASA (perhaps some of it did) is simply to improve mobility, safety, and independence of the user.

Remember, the participant's "condition" isn't contagious. People with mobility impairments are not sick.

Do not rule out activities for the group, until you look at all the possible approaches and alternatives.

Set high enough goals in your choice of programs to offer challenge to all participants. It is better to plan a little "over their heads" than to offer a program that is "below their needs and capabilities."

Guidelines listed in "Elements for Effective Leadership Skills in Providing Full Spectrum Visitor Services" are important elements for working with people who may also have mobility impairments.
SAFETY AND HANDLING OF WHEELCHAIRS

The following material was published in a booklet from Everest and Jennings in 1976. This information "...is only a basic guide to identify the most frequently encountered problems confronting safe wheelchair operation. The problems and techniques discussed have been used successfully by many wheelchair users. However individual capabilities and limitations, plus the specific type/model wheelchair being used, may make it necessary to develop uniquely individual methods of solving these same problems." (From "Wheelchair Prescriptions. Safety and Handling")

We have included this information to enable you to provide safe assistance if needed to visitors in your park who may be using a wheelchair.
Among the many architectural barriers that confront the wheelchair user, the single step and curb is probably the most frequently encountered... and also the most frustrating. Attendants and wheelchair users should become familiar with the basic techniques of safely negotiating them.

TECHNIQUES

The preferred method, based on the concept that the attendant is behind and lower than the wheelchair at all times, provides the greatest safety for the occupant and generally requires less strength by the attendant.

Going Up. As you approach the curb, pause long enough to tilt the chair backwards to its balance point. After stabilizing it in this tilted position, move forward until the front casters pass over the top of the curb, and the large rear wheels come in contact with the curb.

Going Down. Reverse the procedure (Steps 4, 3, 2, 1) for "Going Up," taking extra precautions to prevent the chair from "dropping" off the curb edge, jolting the occupant and damaging the chair.

CURBS AND STEPS

STAIRS AND ESCALATORS

ALTERNATE METHOD

This method is frequently used by experienced attendants who have better than average strength. It may also be used when the curb or step is very low and is only a minor obstacle.

As illustrated, it requires the attendant to use considerable arm, back and leg strength to pull/lower the wheelchair up or down the curb.

STAIRS

There may be no alternative to using stairs. Special hazards exist and only experienced attendants should attempt to take a wheelchair up or down stairs.

SAFETY

DO NOT ATTEMPT TO GO UP OR DOWN STAIRS WITH ONLY ONE ATTENDANT!

Always make sure that the occupants feet are securely placed on the footplates and will not slip off. Also be certain that their arms, hands and fingers will not be injured, or become entangled with the wheel spokes.

Inspect the handgrips to assure that they will not slip off or rotate as you go up or down the stairs.

ONCE YOU START UP OR DOWN STAIRS IT WILL BE DIFFICULT TO STOP AND REST IF IN DOUBT, DO NOT ATTEMPT THE PROCEDURES DESCRIBED ON THE FOLLOWING TWO PAGES.
This is one of the basic procedures for an attendant to learn. Tilting the chair backward is generally required to overcome and negotiate obstacles such as curbs, doorsills, single steps and very rough terrain.

SAFETY CONSIDERATIONS – ATTENDANT

Do not attempt to tilt an indoor model (large wheels in front) backward. The small swivel casters will not provide adequate stability.

When learning this technique, always have another person help you before attempting to do it alone with an occupant.

Before tilting the chair, be sure the occupant is seated at the two handplates and will not slip off. Also assure that their arms, hands and fingers will not be injured or entangled with the wheel spokes.

Be sure that you have sufficient space to maneuver the wheelchair after it has been tilted backwards.

Release the wheel safety locks and inform the occupant that you are about to tilt the wheelchair backwards.

TECHNIQUE OF TILTING WHEELCHAIR BACKWARD

The object is to rotate the wheelchair around the axles of the large rear wheels until it reaches its “balance point.” This will vary slightly depending upon the specific model, weight and type of occupant. However, it will be very close to a 30° reclining angle for a correctly engineered wheelchair. When you reach this balance point, it will be very easy to maintain simply by raising or lowering the push handles — and should not require much effort.

CAUTION: Always use good body mechanics (bend your knees while keeping your back straight) to avoid possible back injuries. Also, do not permit wheelchair to go too far past its balance point as it will be difficult to prevent it from falling backwards.

RAMPS AND INCLINES

Many individual wheelchair users will be capable of negotiating short inclines without assistance — depending upon their strength, endurance and the steepness of the ramp.

Most techniques are learned through trial and error. The following information is provided to reduce the errors and improve the results with greater safety.

GOING UP - Inclines greater than 10% (1 foot elevation on a 10 foot ramp) will frequently require assistance.

In order to prevent loss of steering control and avoid tipping over backwards, always lean well forward as you push the wheelchair up an incline. This will place more weight onto the steering casters and move the balance point (center of gravity) further forward.

If it becomes necessary to stop on an incline, special care must be taken to avoid any abrupt or sudden forward movement as you resume propelling the chair. As the wheelchair is already leaning backward, such force could easily result in tipping the chair over backward. Always lean well forward going up inclines.

GOING DOWN - Always keep the wheelchair under control, descend slowly and safely.

Always use two attendants on steep or wet descents.

Always maintain positive control of the wheelchair.

Assure secure footing.

Protect occupants hands and feet.

DO NOT use the wheel safety locks to slow your descent. They are designed with a cam (over center) locking feature to provide easy and positive locking. Attempting to use them as “slowing brakes” will result in accidental locking, causing the wheelchair to suddenly veer to one side, tip over sideways or abruptly stop, pitching the wheelchair forward.

Speed may be controlled by grasping the handrims as you descend. Care must be used as friction heat will be generated — even on polished chrome handrims. It is recommended that gloves be worn to reduce the effect of this heat. However, going slower is a better alternative to burning your hands or losing control of the wheelchair.

Avoid changing direction when going down a ramp. Although the wheelchair is designed for the best possible balance and safety, directional change on an incline may introduce instability factors which can result in the chair tipping over backwards.

V-F: 11
• Roll the wheelchair backwards until the large wheels are resting against the face of the first step.

• Tilt the wheelchair until it is balanced.

• The attendant at the rear of the chair should be on the second step. When the attendant(s) in front and rear are ready, they combine their efforts to Lift-Roll the wheelchair up one step at a time, repositioning themselves after each step.

When you reach the top, roll the wheelchair back (while keeping it tilt-balanced) until the attendant(s) in front are also off the steps. Then turn chair away from the stairs and slowly lower it to the upright position.

The attendant above will do most of the work and should be the strongest of the 2 or 3 attendants.

SPECIAL PRECAUTIONS FOR ATTENDANTS

As not all wheelchairs have the same features, additional care must be taken when the wheelchair is equipped with removable arms, front rigging and reclining or detachable back features. Make sure the attendants in front are grasping the chair frame and not a removable component. If necessary, remove the front rigging, allowing the occupants feet to hang free, to obtain a firm grip on the frame.

TRANSPORTING A WHEELCHAIR IN AN AUTOMOBILE

This was one of Mr. Jennings' original considerations when he designed and built the world's first lightweight metal folding wheelchair for his friend, Mr. Everest.

There have been many innovations since those first models were introduced, such as special vehicles (Vans) modified to accomplish the same thing. However, the family automobile still remains the most common method of transporting a wheelchair.

Many different problems must be solved, depending upon the type of wheelchair and the make/style of automobile (door openings, trunk size, dimensions, etc). Therefore, the following topics are limited to common considerations only.

SAFETY CONSIDERATIONS

Never place the wheelchair where it will interfere with safe operation of the vehicle or limit the driver's field of vision.

Avoid placing the wheelchair where it may present a potential hazard to passengers.

Wheelchairs are not designed to withstand 'G' (gravity) forces like an automobile seat. Even a minor impact may upset the chair. Great caution must be used if the occupant is allowed to remain in the wheelchair. Consult your local Traffic or Motor Vehicle Safety representative for advice.

When loading a wheelchair into an automobile, the attendant must take precautions to avoid injuring himself. If in doubt, seek assistance.

All passengers should be required to use a safety seat belt, with special attention given to the handicapped wheelchair user.

LOADING THE WHEELCHAIR — FRONT SEAT

This is the least desirable location. It is likely to interfere with the safe operation of the car and is the greatest potential hazard in the event of an accident.

When the wheelchair user travels alone, this may be the only practical location if transfer to the car is made from the passenger side. This procedure should be practiced in advance as it will require considerable effort, balance and individually developed technique.
LOADING A WHEELCHAIR — REAR SEAT

This is the easiest and most common method of trans­porting a wheelchair. Two door automobiles, however, will present a greater problem.

Remove the front rigging (if so equipped), fold the chair and tilt it backward. Put the front casters in first and rest them on the floorboard. Then simply lift-roll the chair into the backseat. It may be necessary to tilt the chair to one side as you roll it forward. Avoid damage to the car interior.

LOADING A WHEELCHAIR — TRUNK

This may be the most practical location if there are a number of passengers. The attendant should use special care to avoid injury as it will be necessary to lift the entire wheelchair. Seek assistance if in doubt.

Remove all easily detachable components (front rigging, arms, etc.) to reduce the overall weight and length. Immediately place these components in the trunk — too often they are left on top of the car, or on the street, and lost.

Move or remove articles in the trunk that will interfere. Do not remove safety or emergency items such as spare tire, jacks, flares, etc.

Fold the wheelchair and engage the wheel locks. Grasp the front frame and rear of the wheels; lift the chair and place it in the trunk. Do not place articles on top of the wheelchair. Close the lid slowly to avoid crushing or damaging the wheelchair.

Station Wagons: Using the large rear door and a portable ramp, this family size vehicle is a desirable body style for transporting a wheelchair.

WHEELCHAIR CARRIERS (External)

There are several acceptable, practical Wheelchair Carriers that mount onto the rear bumper. Selection and/or use is a matter of individual preference.
IS IT DIFFICULT?

Once aware of the general rules, the actual act of pushing a wheelchair is very simple. On the other hand it may not be easy if the person you are pushing is cumbersome and has ideas of their own.

BASIC PARTS OF A STANDARD WHEELCHAIR

Arm Rests

Arm rests are usually removable. Many a novice has attempted to lift or fold a wheelchair by grabbing the arms and pulling upward, only to find the chair still stationary, and the two arm rests in his hands in mid-air. The surprise is often amusing, and sometimes dismaying. Any attempt to lift the arms of the wheelchair when a person is in it is most dangerous. The arms free themselves, and the disabled person may not have the muscle control and balance to prevent a bad fall. They may also be startled to have their source of support on both sides suddenly removed. So, never lift a wheelchair by its arm rests!

Leg and Foot Rests

Some foot and leg rests are removable. They are attached to each side of the chair, and usually swing outward and fold upward on hinges. When pushing a wheelchair, the footrests are out of the pusher's vision, so take care to keep an ample distance between the wheelchair and any pedestrians in front of it. Being bumped by foot rests can be both annoying and painful to an innocent pedestrian.

Some people don't have, or don't use, foot and/or leg rests. If this is so, always allow enough foot room for the person in the chair while pushing it, lest they end up with a sore toe being banged into an immovable object, or a hurt foot which has become entangled in the front wheels.

Brakes

There is a separate brake for each side of the chair. Be sure to find out how the brakes are used. Some lock when pushed back and in toward the chair, and others when pushed forward.

Always be sure to put the brakes on when stopping the chair, even for a brief pause, or when the person is being moved in or out of the wheelchair. The brakes must, of course, be locked into place when a person remains seated in the wheelchair while being transported in a motor vehicle.
Wheels

Take care that nothing gets caught in the spokes of the wheels. Dangling ends of clothing and objects hung onto the back or sides of the chair should all be kept away from the moving wheels.

Ramps

Descending a long ramp may be more difficult than is suspected. But no matter how short or long a ramp is, always turn yourself and the chair around and go down backward. The pusher's body will then keep the chair from picking up momentum. A second person is sometimes needed to grasp the lower part of the chair to help keep the chair under control.

It is not difficult to push a wheelchair up a gradually-sloped ramp, but one which is steep and long may be very difficult and require two persons, one to push the chair and the other to back up and pull while grasping some secure part of the front of the chair.

Stairs

At least two people are needed to lift a person and his wheelchair up and down stairs.

Always take a wheelchair up a flight of stairs backwards. One person should hold onto the handgrips firmly, tilt the chair quite far back and pull it up one step at a time, resting it on each step on the large back wheels.

The second person should face the chair, grasp the rods to which the foot rests are attached and lift the front of the chair. Although the wheels are the most accessible part of the chair, when the time comes for it to be lifted, the wheels should never be used for this purpose.

Always take a wheelchair downstairs frontwards. The chair, facing the stairs, is tilted back by the pusher who gently eases the chair down one step at a time. The second person goes down backwards while grasping the rods to which the foot rests are attached. This is done to equalize the balance of the chair, retard its speed and keep the chair in the same tilted position the pusher has achieved.

If a very heavy person is being taken up or down stairs, it is advisable to use three persons: one to hold the handgrips, and two to hold the front rods, with one person on each side of the chair. If three persons are used, lifting up or down stairs is done with ease.
MAJOR RULES

First, consult with the person you are to push, as to the "do's" and don't's" that pertain to him/her and their wheelchair.

Ask the person exactly how his/her wheelchair works, as each wheelchair is as different as the person who uses it. The individual knows best, since his wheelchair is his "better half" and is as important to him as a seeing-eye dog is to its master. This applies to children as well as adults.

Ask how the person wishes to be pushed, not only on level ground, but up and down curbs, stairs, and so forth. Do not try to impose unfamiliar ways of doing things. Routines have been developed which are safe and efficient and in which they have the greatest confidence. This applies not only to pushing the chair, but also to moving an arm or a leg to a more comfortable position, or getting a person into and out of clothing, automobiles, etc.

Ask the above questions repeatedly if necessary. The person will not mind, but will, in fact, welcome your questions. They are used to needing help and if they are willing to have you -- a new person -- handle them, it is evidence that they have progressed beyond inhibiting self-consciousness about their physical disability. They are aware that it is in their best interests to put the new pusher at ease.

Care should be taken so that there is never a chance of the person in the wheelchair falling, tumbling, or being thrust forward and out of the chair by the momentum of its movement, or by a sudden stop. Take your time.

If one is not used to it, pushing a wheelchair for long distances can leave wrist muscles (ordinarily not used in this way) stiff and the palms of the hands sore. Not much can be done to ease the wrists, but pressure on the palms can be eased by wrapping a piece of foam rubber around the handles of the wheelchair, even though they may already have hard rubber covers.

BASIC SUGGESTIONS

Curbs

When getting a wheelchair down from the curb to the street, turn yourself and the chair backwards. After you have stepped onto the street, ease the chair down until the large wheels hit the pavement. To get the wheelchair onto the sidewalk from the street have the chair in front of you, then tilt the chair back far enough so that you may be sure the small wheels are on the sidewalk first. It will then be easy to lift the rest of the chair up onto the sidewalk.
Seat Belts

It is a safeguard for everyone in a wheelchair to use a seat belt, although some say they feel more comfortable without one. Those whose disability does not allow them to make immediate, automatic adjustments of balance while moving should always use a seat belt.

Tilting Rods

Modern wheelchairs have 2 rods close to the ground in the rear. These rods serve as foot pedals for the pusher, and it is extremely important to know how to use them.

After getting a good grasp on the handle, the pusher puts one foot on one of the pedals, applies a downward pressure which raises the front wheels of the chair from the ground; the chair is then tilted back slightly, and can be maneuvered safely over bumps and holes in the street, door sills, and over any other gradation in levels, such as from the street to a curb. Using the tilting rods may require more caution, but no more energy, on the part of the pusher. Occasionally, a person using a wheelchair may wish you to negotiate differences in levels in another way, but in most cases the above method is safe and satisfactory.

To Close A Wheelchair

Do not try to close the wheelchair by lifting the arm rests up. Lift the seat up by the leather handles which are attached to the seat of the chair, by the seat frame, or by lifting the seat at the front and back. Be sure that the foot rests are up, or the chair will not close.

If the wheelchair has a high back rest, always remember to unlock the bars behind it.

To Open A Wheelchair

Grasp the seat frame on both sides. The seat will flatten as you push down on the frame. Do not try to open it by pulling or pushing it apart by the arm rests. If there are foot rests, they should be upright when you start. Don't lower them until the chair is open and/or the person is seated in the wheelchair. Wheelchairs with high backs have 2 locking bars behind the back rest which must be locked in place when the chair is open, to keep the back rest firm.

Excerpted from Outdoor Education, a manual for Easter Seal Camp Harmon. Adapted from an article originally prepared by Juanita Jones and Lynn Wada.
PARK INFORMATION SERVICES FOR DISABLED VISITORS

Determining accessibility of your park for disabled visitors and employees cannot be a matter of judgement or guess work, accuracy is imperative. If a disabled person plans a visit to your site using information that you provide, that information must be accurate, reliable, and current. A few mistakes can change an enjoyable experience to an inaccessible disappointment at best, and at worst, possibly provide an enticement into a life threatening situation.

Careful planning is required when a person who is disabled intends to go on a vacation or a day outing. They and their family just don't hop into the car, on a plane, train, or bus, but must know beforehand the location and degree of accessibility of overnight accommodations and eating establishments, tourist attractions, and what modes of transportation are accessible and their availability.

Your park can be of great assistance to disabled visitors and their families by making available the following information for your area:

1. List all accessible sites and facilities in your park.
   a. It is important to inform the visitor if the area is fully accessible, accessible with assistance, accessible upon request and/or with prior park identification, or if the area is inaccessible. If park identification is required, where does the visitor obtain it?
   b. Develop handouts describing the accessible features and their locations in your park. Include phone numbers of visitor contact stations, and the phone number of the office or person who can provide further information for individual concerns.
   c. Make these handouts and general park information available in an attractive distribution package. Give several of these packages to Park Police officers, field maintenance personnel, and other patrolling staff who may meet disabled visitors in the outer areas of your park.
   d. Know which of your staff have sign language skills. Note their schedules, lieu days, and work stations.

2. List hotels, motels, and other overnight accommodations that provide accessible rooms. A room is considered accessible if a person who uses a wheelchair can:
   a. Find adequate reserved parking near an accessible entrance to the registration area, and next to the room;
   b. Get from the parking space, through the door, and into the room;
c. Get to a table, closet, bed, bathroom, and television;
d. Operate the lights and telephone without leaving the bed if necessary;
e. Reach electric sockets and switches;
f. Operate the opening and closing device for curtains and windows, and/or reach the controls for heating and air conditioning units.
g. The restroom must have grab bars on the wall next to the toilet that do not interfere with a front, rear, or lateral transfer from the wheelchair to the stool.
h. The shower or tub should have shower curtains rather than a glass enclosure, and grab bars are needed to assist in entering or exiting the area.
i. There should be enough clear floor space to allow a wheelchair to turn and face each of the facilities to be used.
j. Sink and shower fixtures should have lever style handles and be easy to operate. A chair or bench should be available for use in the shower.
k. Emergency fire procedures should be posted in the room. These procedures should include alternatives for a guest who is unable evacuate by the stairs.

3. List theaters, movie theaters, auditoriums, stadiums, restaurants, museums, and other attractions in the area that are accessible. Include information showing which establishments have accessible main areas without accessible restrooms, and which also have accessible restrooms.

4. List nearby camping areas with the type of camping available. Is it an area for tent camping, R.V.'s, etc. Include the location of accessible restrooms, showers, laundry, and grocery facilities.

5. List where sign language interpreters for hire may be contacted by deaf visitors in the community. Include a list of community agencies with TTY phones (Teletype).

6. List the transportation carriers in your community and note any special phone numbers they list for providing specialized services for disabled passengers.

7. List the airlines, railways, and interstate bus carriers, noting phone numbers for information of specialized services.
Many communities have several consumer agencies who have already compiled much of this information for your locality. Contact them and inquire if you may have a supply of material for distribution to interested visitors, or if they wish to be included in your referral list.

After the information is compiled, it has no benefit unless you take positive steps to inform the public and other members of the park staff of your efforts. Make this an ongoing campaign. Some methods to conduct an outreach effort are listed in the public section of this manual.

Besides spot radio and television announcements, editorials, and news releases, distribute your park access handout to all visitor contact stations. Mail all news releases and handouts to agencies, schools, consumer groups, and interested individuals working with disabled children and adults.

Revise the park orientation slide show to include scenes of disabled visitors using different areas in the park. You may wish to develop a new slide show to take into the community, showing access improvement projects that have been completed in your park. Be careful that the slide show does not show only those areas that are accessible to people using wheelchairs, the show must have general interest and moods as well.

Conduct training for the staff who are answering the public information phone lines into your park. Make sure that they know how to operate the TTY phone (Teletype) when you install one. TTY calls take more time to complete than the average vocal call, and it will be important that several people in your park learn to operate the device. Thus when your operators are busy with general park calls, someone else is available to respond to the TTY call.

The training for the public information staff must include an orientation to accessibility in the park. Review this information with them periodically and keep them apprised of new projects. The phone number of the office responsible for special populations outreach should be listed with the public information operators and on all park information materials.

To evaluate your efforts and effectiveness, ask visitors to complete a questionnaire about their experience at the end of their visit. You might design the questionnaire so that it is a self-mailer, for easier return. The questionnaire should ask the visitor if they had difficulties in the park and where they found the access work particularly effective, and if they have any suggestions for further improvements.

It is also helpful in planning further training sessions for your park staff to have each interpreter fill out a "group experience evaluation" after conducting a program for any group. This will help identify any problems, and perhaps prevent their repetition in the future.
TRADITIONAL AND SUGGESTED TERMINOLOGY

The following chart outlines traditional and suggested terminology.
Many of the terms represented are not acceptable to some people. The process and use of labeling is a controversial issue. Therefore, the information below is intended to serve only as a guideline. Seek the assistance of consumers with disabilities in order to identify preferred terminology in your community.

<table>
<thead>
<tr>
<th>USUALLY NEGATIVE</th>
<th>USUALLY POSITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>handicap</td>
<td>disability, impairment</td>
</tr>
<tr>
<td>the handicapped, abnormal, atypical person</td>
<td>person with a disability</td>
</tr>
<tr>
<td>defect</td>
<td>limitation, characteristic</td>
</tr>
<tr>
<td>normal, regular person</td>
<td>able-bodied, non-disabled</td>
</tr>
<tr>
<td>wheelchair victim, confined to a wheelchair</td>
<td>wheelchair user</td>
</tr>
<tr>
<td>deaf and dumb, deaf-mute, the deaf</td>
<td>deaf, hearing impairment, hearing disability</td>
</tr>
<tr>
<td>the blind, the sightless</td>
<td>blind, visual impairment, sight disability</td>
</tr>
<tr>
<td>retard, retardate, idiot, imbecile, feeble-minded,</td>
<td>mental impairment, mental retardation</td>
</tr>
<tr>
<td>backward, slow</td>
<td></td>
</tr>
<tr>
<td>crazy, maniac, insane</td>
<td>emotional disability, emotional impairment, psychiatric impairment</td>
</tr>
<tr>
<td>hyperactive, slow learner, not too bright</td>
<td>learning disability</td>
</tr>
</tbody>
</table>

(Chart adapted from: Biklen and Bogdan, 1977; Gentile and Taylor, undated)

Various government agencies (federal, state and local) as well as private agencies, use the above terms interchangeably. Also, in both federal and state legislation there are many inconsistencies in the usage of terms. Hopefully, if service providers and the general public become more aware of preferential terms, the trend of inconsistent usage may change.

General Terminology

Controversy exists between the use of the general terms "impairment", "disability", and "handicap". As service providers, we must be in touch with our attitudes associated with these terms and how they affect our perceptions of others. The image that a word represents must be acknowledged since that image may be directly related to our behavior toward the labeled individual.

IMPAIRMENT. An impairment refers to an identifiable condition (organic) or functional). This is a condition in which the person is missing some part of the body from amputation or birth defect; one or more parts of the body do not function, or do not function properly or adequately (e.g. visual impairment). An impairment is sometimes not easily identifiable (e.g. hearing impairment).

DISABILITY. A disability refers to a medical condition of impairment, emotional, physical or mental which can usually be described by a physician. (Wright, 1960)

HANDICAP. A handicap refers to ways in which an individual is affected by his/her disability, psychologically and emotionally. A handicap also refers to how an able bodied person may limit a person with a disability by being overprotective, prejudiced, and insensitive to individual differences. Some people with impairments and disabilities are handicapped. Some people with severe impairments or disabilities are not handicapped. (Wright, 1960; Buscaglia, 1975)

GENERAL GUIDELINES

In addition to the above chart which identifies preferred terminology, several general guidelines are discussed below to help service providers use appropriate terminology when necessary.

1. Avoid Using Labels As Nouns
   A disability label is not an exclusive personal characteristic but the result of the interaction of an individual difference with an environment. Therefore, when labeling is necessary, use terms such as "a person with a hearing impairment" or "a person with a disability". Do not use labels
as nouns (e.g. The Deaf, The Mentally Retarded, etc.). Generalizations provide little information and may imply that all people with a similar disability are the same.

2. **Use Everyday Language**

   Using everyday language is acceptable with individuals with disabilities. For example, it is appropriate to use phrases such as "Did you see that movie on TV?", "Did you hear the news about...?", "Would you like to go for a walk with me?" Persons who have visual, hearing or other physical impairments also use words such as look, see, hear, walk, etc., since they are part of our language.

3. **Attitudes and the Use of Labels**

   When the foundation of service providers' attitudes is based on equality and respect for all participants, then the language we use will reflect this attitude. However, sometimes we all make mistakes and use labels inappropriately. When this occurs, participants will understand that the intent is not rooted in negative attitudes. A sensitive leader may be open to learning from participants' suggestions.
4. Negative Terms Perpetuate Myths

Avoid terms which depict the person as dependent or pitied and perpetuate myths. For example: crippled, deaf-mute, retardate, idiot, insane.

SUMMARY

Labels and terminology can affect all of us in many different ways. Various terms will have different connotations to each person. Many times it will be impossible to be aware of positive and negative terms associated with a disability and consumers with disabilities must be asked for their preferences.

Recreation personnel need to be aware of their attitudes when using labels. Often it is not the label itself that causes psychological harm, but the attitude and expectations behind the label. Service providers can begin to influence community attitudes toward people with disabilities by using appropriate terminology in publicity and programming. Many terms presently used foster sympathy and perpetuate the dependent image of disabled persons.

In addition, labels can contribute to a negative self image of a disabled person and separate people. Be aware of the terms you use in an effort to eliminate the often offensive implications. Awareness and use of more appropriate terms can help everyone see the abilities of all people and bring people together.
PARK INFORMATIONAL PACKAGES

The following package of information on accessible services and facilities in Yosemite National Park was developed by Access Coordinator, Dennis Almasy. It is an excellent example of park informational materials that can be prepared to help disabled visitors and their families and friends plan an enjoyable visit.
YOSEMITE NATIONAL PARK
GENERAL INFORMATION FOR DISABLED VISITORS

The following information about accessible services and facilities is current as of fall 1980.

YOSEMITE VALLEY (elevation 3980')

DP Placards/Parking

DP placards are provided by the National Park Service for use during your stay in Yosemite. The placards are available at all entrance stations and visitor centers. They are provided for wheelchair users and other orthopedically disabled persons. They should be displayed at both the front and rear of your vehicle. You must display them when parking in any of the DP designated parking spaces. All DP parking in the park is designated by blue lines or curbs and signed with the international access symbol. Accessible DP parking is available at the following locations in the Valley: (1) Visitor Center (see map and directions), (2) behind the main post office, (3) the Village Store, (4) Lower Yosemite Fall parking area, (5) Yosemite Lodge, (6) the Ahwahnee Hotel, and (7) Curry Village registration parking area.

Directions to Visitor Center

If you are arriving in Yosemite Valley for the first time, turn left at the stop sign just east of the Chapel and cross the Merced River on Sentinel Bridge. Turn left again at the next stop sign, drive about .3 mile, and make a sharp right turn at the "Y". Bear to the right and drive .1 mile to the intersection, then turn left at the "LEFT TURN ONLY" sign behind the two-story stone building. Look for the designated DP parking spaces on your right. For directions to the Visitor Center from other areas in the Valley, see the accompanying map.
Accessible restrooms are located at the Visitor Center. If you require assistance, ask any uniformed person to help you.

Restricted Road Use/Shuttle Buses

The Valley shuttlebuses are presently inaccessible to wheelchair users. If you want to use the shuttlebuses, you must have an attendant to aid in boarding and exiting. The buses have no facilities to accommodate wheelchairs. Because of this, vehicles displaying the DP placard are allowed on the Mirror Lake/Happy Isles loop (shown on the accompanying map), a route otherwise closed to private vehicles. Please drive this road with special care and use your emergency flasher; pedestrians and bicyclists use the road and do not expect to encounter private vehicles. If you park, pull off the roadway to insure that your vehicle does not obstruct shuttlebus traffic.

CAUTION: This section of road is not cleared of snow during winter. Don't attempt to drive this route when snow is on it.

Indian Garden

Located behind the Visitor Center is a self-guiding trail with interpretive signs and leaflet printed in large type available to guide you through the Indian Garden. The paved accessible trail leads to a model Indian Village staffed during the summer by Indian cultural demonstrators who prepare native foods and weave baskets.

Self-Guiding Nature Trail

Originating in front of the Visitor Center is an accessible self-guiding nature trail (see map; trail B-A-F), approximately 1.7 km or 1 mile long (1 hour minimum). This level loop trail goes
through Cook's Meadow. The guide leaflet, also printed in large type for the benefit of visually impaired visitors, is available from a dispenser at the trailhead and at the Visitor Center.

Campgrounds

Reservations for organized groups to stay in the Group Campground are available by mail request or calling (209) 372-4461, extension 240 or 224. You may drive your vehicle to this site to load and unload your group and equipment only. Please park in the designated parking space in North Pines Campground. See the map for route to Group Campground. Please display the emblem placards in your front and rear windows and DRIVE WITH CAUTION, especially on the section designated as a bicycle path.

The restrooms at Group Camp are accessible with assistance. The exterior doors swing in. There are outlets for recharging electrical chairs both here and at Lower Pines Campground.

The first loop of Lower Pines Campground (see map) has asphalt paths and large restroom stalls that allow for side transfer. One accessible campsite in this loop may be reserved through any Ticketron outlet or by mail request addressed to Ticketron, P.O. Box 2715, San Francisco, CA 94126. If assistance is needed, contact any ranger.

Ranger Activities/Programs

Some interpretive activities in Yosemite Valley are accessible to wheelchair users. Assistance may be required. These programs are noted in the "Yosemite Guide". Special interpretive programs for organized groups of disabled people are available on request. Contact the group programs coordinator at (209) 372-4461, ext. 261, to arrange a group activity. Activities not so designated are unavailable to wheelchair users and other people with
orthopedic disabilities because terrain is rough. If you are unsure about a specific activity, inquire at the Visitor Center.

Some interpretive programs are presented in the two auditoriums located behind the Visitor Center. A paved wheelchair ramp to the left of the facilities provides access to both of them. Assistance is recommended.

Post Office

The post office in Yosemite Village has an accessible drop box in front and rear. For attendant service, a buzzer has been installed at the rear of the building. The walk, however, exceeds eight percent in grade. The post office at Yosemite lodge is accessible.

Medical Clinic

The clinic is located between Yosemite Village and the Ahwahnee Hotel. If you need medical attention, go to the ambulance entrance at the rear of the building and ring the buzzer. The grade leading to the rear of the building is exceptionally steep, but in an emergency, you can drive to the rear entrance where limited parking is available and permitted for brief periods.

TTY Phones

Two TTY phones are available in the park for incoming calls. Park information can be obtained from the National Park Service at (209) 372-4726, and you can make reservations for accommodations through the Yosemite Park and Curry Company at (209) 372-4512.

OTHER PARK AREAS

Sightseeing by Private Vehicle
Park roads offer many scenic views and points of interest. A copy of the Park's "Road Guide", keyed to numbered roadside markers, will increase your enjoyment of touring the park. The "Road Guide" can be purchased at the Valley Visitor Center, entrance stations, and other information stations.

**Glacier Point (elevation 7214')**

The view of Yosemite Valley and the High Sierra from Glacier Point is incomparable. DP parking spaces are designated. The paved pathway is steep. Assistance for wheelchair users is required. It is suggested that your able-bodied companion look over the trail before you attempt it. There are no accessible restrooms at Glacier Point.

**Hetch Hetchy (elevation 3814')**

An enjoyable place to visit is Hetch Hetchy Reservoir north of Highway 120 in the northwestern portion of the Park. Available parking is uphill from the dam and is not level.

The dam offers a splendid view. The valley, now filled with water, is similar in character to Yosemite Valley, but it has the advantage of not being crowded.

If you have a strong, willing companion with you, you can continue some distance through the tunnel on the other side of the dam and down an old dirt road. The view and the solitude are worth the effort. The comfort station just past the quarters is not accessible.

**Mariposa Grove of Giant Sequoias (elevation 5619')**

People with disabilities are permitted to drive through the Mariposa Grove, located in the southern part of Yosemite about two miles from South Entrance, during the period of tram operation in the Grove, usually from mid-May to mid-October. Stop in front
of the gate at the tram boarding area in the Grove, honk your horn, and the transportation dispatcher will open the gate and loan you a cassette player and tape that will give you driving and parking instructions and help you enjoy your experience in the Big Trees. Identification placards (also available at the tram boarding area if you don't already have them) should be displayed in your vehicle's front and rear windows during your tour. Please park only in the places specified on the tape. Be sure to return the player and tape before leaving the Grove.

This arrangement is available seven days a week, from 8:00 a.m. to 7:00 p.m., the regular hours of tram operation.

During the winter and early spring the Mariposa Grove road is open to the parking area at the edge of the grove, except after snowstorms. It may require several days to reopen the road between South Entrance and the Grove parking area after heavy snowfall.

ACCOMMODATIONS

Guest accommodations in Yosemite are provided by the Yosemite Park and Curry Company. For reservations call (209) 373-4171, ask for the manager, and specify the nature of your disability to insure that your accommodations are most suitable for you. It is important to specify that the unit is for a disabled person, as the company cannot reserve the accessible units by room number for the nondisabled. (Deaf visitors can reserve accommodations by calling the Company's TTY number, (209) 372-4512.)

Accommodations range from simple and inexpensive to the first-class facilities in the Ahwahnee Hotel. However, Yosemite Lodge is at the center of the most usable area for disabled park visitors.

At Yosemite Lodge one hotel room with bath has been completely remodeled and has a wheel-in shower with a seat that can be used with a lateral transfer. Partially disabled visitors can also
use both the deluxe hotel rooms with bath and the less expensive standard hotel rooms with bath.

For the most inexpensive and rustic experience, the Curry Housekeeping Camp (open from mid-May to mid-September) and Curry Village are the most usable. At Curry Village 10 cabins without bath have been remodeled and are accessible. The nearby Nob Hill shower house has accessible showers and toilets. As an exception to the normal rule, a disabled person may drive to the cabins as long as the vehicle has the DP placard available from the National Park Service displayed. Curry Housekeeping Camp has many accessible units, and one public restroom has accessible facilities, including a unisex wheel-in shower. The key for the shower is available at the front desk. All visitors may drive to their units in Housekeeping Camp.

Food Service

The following food service facilities are generally usable by people with disabilities: Curry Village Cafeteria; Yosemite Lodge Cafeteria; Four Seasons Restaurant, Yosemite Lodge; Mountain Broiler Room, Yosemite Lodge; main dining room, the Ahwahnee Hotel; and the Village Burger stand, Yosemite Village. Restrooms have not yet been remodeled for wheelchair use.

SUITABLE TRAILS FOR WHEELCHAIR USERS

To date, only the Cook's Meadow trail (B-A-F) has been modified. On all other trails, it is advisable to have a companion along to negotiate rutted, narrow and steep sections. Ramps and curb cuts are infrequent, and some are steep; however, you'll find the rewards far outweigh the difficulties you encounter.

The accompanying map is marked to correspond with the following trails: CAUTION - ALL TRAILS MAY BE ICY OR SNOWY IN WINTER.
1. **Bridalveil Fall Trail** -- 50 yards, good asphalt, very steep. Requires assistance.

2. **Old road along the base of El Capitan** -- some sand, covered with pine needles and cones, bumpy, but beautiful and quiet area.

3. **Leidig Meadow** -- old asphalt road. Bumpy, some sand, steep ramp to bridge.

4. **Lower Yosemite Fall Trail** -- asphalt, steep section 250 yards. Unisex accessible restroom located to left of trailhead.

5. **Glacier Point** -- overview of Yosemite Valley; magnificent and worth the trip. One-hour drive from Valley. Difficult 250-yard trail, steep and slanted, but paved. Requires assistance.

6. **Asphalt Trails in Yosemite Valley**

   A-B Yosemite Lodge to Yosemite Village. From the east end of Yosemite Lodge, cross the Yosemite Creek bridge, and follow the footpath to the Village. A bit bumpy. Ramp to bridge is steep.

   B-C Village Mall (formerly a parking area). Curb ramps in front of Visitor Center and Ansel Adams Gallery, at crosswalk between Degnan's and Village Store, and in front of Village Store. Mall is under reconstruction during 1980; access to some buildings may be temporarily rerouted.

   C-D Degnan's to Church Bowl. Rough and bumpy path passes medical clinic on left.

   D-E Church Bowl to Ahwahnee. Bumpy footpath, crosses road. **WATCH FOR VEHICLES.**
A-F Yosemite Creek Bridge to Sentinel Bridge (Cook's Meadow). After crossing the first bridge going east, you can see a path leading out into the meadow. This trail has been widened to four feet and has numerous rest pullouts. It is also a self-guiding nature trail. Pick up leaflet in front of Visitor Center.

F-B Sentinel Bridge to Yosemite Village. Paved, generally smooth, sandy in places.

D-G Church Bowl along west side of Ahwahnee Meadow. Bumpy, sandy.


G-N Along river through Lower River Campground. Rough, potholes, sandy in places.

H-I Below Royal Arches and Washington Column to Indian Caves. Old road; sand on one horse crossing.

I-J Indian Caves to Mirror Lake. Steep road, restricted to Bicycles and pedestrians. DP vehicles with emblem placards permitted.

I-K-L Indian Caves to stables. Restricted road, fairly flat.


Disabled People Want Wilderness, Too

Going It Together

KERRY A. DRAGER

Bob and Dennis are white-water enthusiasts from way back. They often run the Stanislaus River in California's Sierra Nevada. Bob is physically disabled; his friend Dennis is blind but otherwise able-bodied. So Dennis does the rowing and Bob sits behind and gives directions, and when they go down the river together, it looks like a ballet.

Such scenes are becoming more common these days. Until recently, park agencies geared their programs and trails to the "typical" visitor, who invariably had full use of physical and mental faculties. As a result, quite a few people—the disabled—were left out.

William J. Whalen, director of the National Park Service, explains: "The traditional role of the National Park Service has been to stand at the park gate and welcome visitors. Since a lot of people came, we were not overly concerned about those who didn't. Today, we are becoming acutely aware of those who don't come—or who can't. Among them are the economically, the socially and the physically disadvantaged."

Since Whalen wrote that in 1978, more and more agencies—federal, state and local—are at work providing opportunities for the disabled, who desire outdoor experiences just as much and perhaps more than the physically fit. And various private organizations are helping the disabled benefit from this new sensitivity.

The Sierra Club's Inner City Outings (ICO) program, for example, sponsors trips for disadvantaged people—mostly urban youths, although ICO works with many special-needs groups. The program has arranged trips for both blind and deaf hikers, and is developing more such outings.

ICO often works with Environmental Traveling Companions (ETC) of San Francisco, which sponsors backpacking and skiing trips and a lot of river rafting with the disabled. Why the emphasis on rafting? Because, ETC's Rick Reynolds explains, it's a good way for people with physical disabilities to get into the wilderness with maximum independence.

River trips, though, do take special planning. Deaf rafters, for example, need both a guide and an interpreter. The paddle guide sits in the back of the raft and the interpreter in front. The guide gives directions to the interpreter, who in turn relays them to the deaf paddlers.

"We do our trips a little differently than a lot of other groups," Reynolds said. "We really involve everyone. It's not us taking them on a trip, we all do it together; otherwise, why go? They help plan the trip, and once we're there, they do a lot of the work. It's designed to help some of them eventually travel independently."

The Stanislaus is a favorite river with the disabled. It's within a few hours' drive of millions in north central California, it's not overly dangerous or difficult, and it has convenient overnight campgrounds.

Many disabled persons are involved in the fight to preserve a stretch of the Stanislaus as a white-water river. A dam has been built, but so far its reservoir has not been allowed to fill completely. Need for the water has not been proven. No other river in that region is as accessible. The Stanislaus affords one of the few ways disabled people can be totally away from civilization without using paved pathways or other adaptive measures.

Groups throughout the nation sponsor programs similar to those of ETC. Bedford, New Hampshire, for example, has Camp Allen. Its activities include camping, nature walks, swamp walks, pond study, swimming and many more. About 75 disabled people of all ages attend Camp Allen at a time, about half of them in wheelchairs.

And in Minnesota, the Outward Bound School sponsors courses for the disabled. There the main mode of travel is canoeing. The school establishes a home base
and, nearby, offers rock climbing, white-water canoeing and a rope course. Other activities are camping, hiking, backpacking, map and compass work and swimming.

And do disabled participants enjoy the course?

"The Outward Bound course is not always enjoyable," says Susan Kaplan, coordinator for disabled persons. "It can be hard, but I think they have a sense of accomplishment after it's completed that isn't readily available in everyday life. And the course gives the disabled a chance to learn that they can be outdoors on their own, doing what some have said they couldn't do."

At Outward Bound, disabled students are not segregated from the others. Groups of eight—four able-bodied and four disabled—participate together. The reason, according to an Outward Bound policy statement, is:

"We believe that when the able-bodied and the physically disabled share in stress and adversity, three things happen. First, it becomes clear that every person has a disability—it's just that some are more obvious than others. Second, it demonstrates that a disability is frequently not as limiting as a person assumes it is. And third, both the able-bodied and the disabled recognize that they have more in common with each other when emphasis is placed on abilities rather than disabilities. The question, then, is not whether you can or cannot do it, but whether you are willing to try."

Another group, Berkeley Outreach Recreation Program, Inc. (BORP), originated because few of that city's programs were available to disabled people. BORP is designed to offer innovative kinds of recreation programs. For many years, recreation for the disabled meant only crafts, which participants came to loathe. So BORP concentrates on active events.

On BORP ski trips, one woman uses a walker with skis attached. She can ski and steer it and, according to one BORP member, gets up quite a lot of steam going downhill.

More common—for amputees or people with partial paralysis—are "outriggers," also known as Canadian crutches. With short skis attached, they provide support and can be steered. Another device, the "pulk," similar to a toboggan, has been developed for paraplegics. For blind skiers, a guide is necessary. A sighted person skis behind and gives directions and warnings of bumps, trees and other skiers.

BORP participants include their friends on outings, so not all people on the trips are disabled, a situation that's encouraged. Desegregation of this sort is a goal of many parks, because most disabled visitors neither need nor want exclusive trails.

Hiking trails designated for the disabled frequently are paved for 100 to 200 yards around, and are essentially foolproof. But, as Rick Reynolds says, who wants to walk a hundred yards and look at a few signs? Most people want, within the limits of their capabilities, to take some chances. They don't want to be catered to. They don't want to be segregated on special trails—that's patronizing, and most disabled hikers wouldn't be caught participating in such an affair. Yet solutions are not really hard to come by.

Nelson W. Chadwick, a Maryland Park Service naturalist, recommends providing trails that can be used by the handicapped without special arrangements. The qualification here is subtle. Because disabled park visitors do not want to be confined to special paths, some trails should be designed to eliminate barriers to those with specific handicaps, remain open to general use.

For example, Nimitz Way, a paved, four-mile stretch of a former military road now part of the Skyline National Recreation Trails across the bay from San Francisco, is often used by disabled people. A park-district resource analyst termed it a multi-use trail, adapted by replacing half the pavement with gravel as a surface for horses and hikers. The solid half is for bicycles and the disabled. But
it was not specifically designated a trail for the disabled.

Albuquerque, New Mexico, has Paseo del Bosque (Pass in the Forest) Bicycle Trail, also a national recreation trail. The five-mile path—for foot, bicycle and wheelchair traffic—follows an irrigation channel along the east side of the Rio Grande. Separated from the river by forest, the trail passes several parks near the downtown area, but it also meanders into the more rural North Valley. The area supports many birds and small mammals, even occasional roadrunners, and, because the trail is accessible at only a few points, it seems isolated and far from the urban center.

In Ohio, the Cleveland Metroparks District sponsors “trails for all people, regardless of ability or disability.” Paths there can accommodate children, mothers with strollers, senior citizens, people in wheelchairs or on crutches, the visually impaired and those with hearing disabilities. One path, the Rocky River Woodland Trail, follows the river through an area rich in plant and animal life and in geologic history. Near the trail’s interpretive center is a cliff of Devonian shale, once deposited as mud in the bottom of a great sea where armored fish and sharks swam more than 300 million years ago.

Jacque Beechel, who wrote “Interpretation for Handicapped Persons” for the National Park Service’s Northwest Region, reports that trails already prepared for wheelchairs are relatively few. There are, however, many more trails that would be usable by the disabled with minimum alteration.

Some trails, for example, are wide and flat, and even long enough, but their length requires accessible water and restrooms.

Another problem with long trails is financial: surfacing suitable for wheelchairs is not within the limits of most park budgets. However, portions of long trails can be designed for use by the disabled, a strategy that was used in construction of the Tollanshky Trail. Named for a distinguished chief of the Arkansas Cherokee Indians, it follows the Arkansas River in Cadron Settlement Park, about five miles west of Conway.

According to Doug Shields of Inner City Outings, the trails of many state park systems can already be used by the disabled; the state trails tend to be wide enough—a lot of people tramp them—and they are usually well maintained. A person in a wheelchair can easily follow quite a number of them.

Many such park-system trails are
within an hour’s drive of California’s Berkeley-Oakland area, only a few of them built specifically for the disabled. They’re mostly level and they’re in scenic regions where any hiker would like to travel. Minor modifications have been made, of course, where necessary—tree roots and other small barriers removed, and sections evened out. Once these small changes are made, it’s just a question of identifying and publicizing the routes.

A group calling itself Sequoya Challenge has created an unusual trail suitable for the disabled by converting an old mining ditch in the Sierra Nevada foothills. The ditch, which carried water to hydraulic mines in the 1800s, is now a hard-packed dirt trail a little more than a mile long. It was designed primarily by naturalist John Olmsted.

For the visually impaired, trails present problems not encountered by those in wheelchairs. Braille signs and recorded-message stations have often been vandalized and guide ropes relocated, but such highly adapted trails are often neither needed nor wanted in any case. The trails enjoyed most by visually impaired people are those left in as natural a state as possible; if a trail is interesting to the blind, it will be interesting to the blind.

The outdoors is not, after all, only visually stimulating. A blind person, too, feels the slopes of the terrain and takes in the sounds, the heat and the smells. However, people with impaired vision may find unchallenging the flat trails where wheelchairs are most easily maneuvered.

The answer is to provide trails that vary in type and magnitude of difficulty. One sort would be level with a fairly smooth surface to accommodate wheelchairs—this would also suit some people with temporary disabilities, some senior citizens, the mentally retarded, visitors with small children and anyone desiring an “easy” trail. Another sort of trail would cross varying terrain, minimally altered to eliminate obvious hazards.

Nina Bunin, a planner for the Lake Central Region of the Heritage Conservation and Recreation Service (formerly known as the Bureau of Outdoor Recreation), says: “The HCRS is the banker for the Land and Water Conservation Fund, which provides matching funds for almost all the outdoor recreation facilities in the country. So we’re in a position to influence what gets built and how. Another influence now is the ‘504’ regulations being completed by the Department of the Interior, which are like a Bill of Rights for handicapped people.” (Section 504 of the 1973 Rehabilitation Act prohibits discrimination as evidenced by a lack of equal programs.)

“What we want to do,” says Bunin, “is to make clear to the park and recreation directors all over the country—the recipients of our money—that designing a facility so it will be accessible is as easy and cheap as designing it inaccessible. All you have to do is to be aware . . . and to draw the line this way instead of that way. And, for the most part, it’s not going to cost anything extra.”

This new direction in park planning does not mean plans are afoot to pave the Pacific Crest or Appalachian trails. When trails of varying difficulty are available, hikers, disabled or not, will choose those best suited to their own requirements. But, whether hiking, skiing or rafting, the disabled do want the chance to know nature, too.

Kerry A. Drager is a writer and photographer specializing in outdoor recreation.

More Information on Resources for the Disabled

Here are a few sources of information on trails and programs for the disabled:


- Other public agencies: Local and state parks and recreation departments have programs suitable for the disabled. Also, U.S. Forest Service offices can give information about trails in national forests.

- Private organizations: Many local chapters of “traditional” organizations, such as the Muscular Dystrophy Association and the Easter Seal Society, sponsor outdoor programs. Various wilderness outings groups also have programs for the disabled. Even the Boy Scouts and Girl Scouts can accommodate disabled young men and women.

- The American Coalition of Citizens with Disabilities is a nationwide “umbrella” association of 86 national, state and local groups of disabled people. ACCD was set up to help safeguard the civil and human rights of Americans with disabilities. For information on activities in your area, write the American Coalition of Citizens with Disabilities, 1200 15th St. NW, Suite 201, Washington, D.C. 20005.
All individuals have limitations; opportunities remaining open to every person should be safeguarded and made accessible.

Recreation and Park Barriers to Handicapped
by Dr. John Nesbitt and Paul Hippolitus

Since 1972, the President's Committee on Employment of the Handicapped has sponsored a subcommittee to promote employment and participation opportunities for handicapped people in the recreation, park, cultural, and leisure services. This subcommittee, called the Committee on Recreation and Leisure, is made up of voluntary members appointed by the President's Committee Chairman, Harold Russell. Organizations represented on the Committee on Recreation and Leisure include: National Easter Seal Society, United Cerebral Palsy Association, American Foundation for the Blind, National Park Service, Forest Service, Bureau of Outdoor Recreation, Bureau of Education for the Handicapped, National Recreation and Park Association, American Alliance for Health, Physical Education and Recreation, the President's Committee on Mental Retardation, and others, including organizations of handicapped people.

(Dr. John Nesbitt is Chairman of the Committee on Recreation and Leisure of the President's Committee on Employment of the Handicapped, and Professor, Recreation Education Program, University of Iowa. Paul Hippolitus is on the staff of the President's Committee on Employment of the Handicapped and is staff liaison for the Committee.)

The Committee on Recreation and Leisure has sponsored various projects designed to contribute to the identification and elimination of attitudinal and architectural barriers facing handicapped people in recreation. It participates in professional meetings, issues publications, provides technical assistance to national, State and local agencies, and facilitates communications among all concerned.

Since the committee first began meetings of handicapped people with service providers, it was immediately apparent that, for the

most part handicapped people have very few and very inadequate recreation and park opportunities available to them. Why is this so? The obvious cause is architectural barriers. But these barriers represent only a symptom. The real reasons for the exclusion of handicapped people from recreation and park settings are many and complex. Some reasons are caused by the service provider; some are created by handicapped people themselves; and still others originate with the general public.

First, here are some of the barriers created by the recreation and park service provider. To begin with, it is apparent that recreation and park service providers, in general, do not fully understand or accept their responsibility to provide routinely for the needs of handicapped people in everyday programming. This is a particularly interesting phenomenon in view of the fact that the providers are public local, State and Federal recreation and park agencies. Philosophically, the Nation is based on the premise that the government is of the people, by the people, and for the people. Nowhere in the Bill of Rights is the term "people" defined to exclude citizens with physical or mental disabilities. People with disabilities should share equally in any national, State or local program designed for the general public—they are the general public. Unfortunately, however, this seemingly obvious fact is lost sight of by government administrators in the daily translation of the Bill of Rights into programming.

Another barrier handicapped people face from the service provider is the haunting question, "Is it cost-effective to make provisions for handicapped people in recreation and park settings?" Our first reaction is: That is not the point! The point is—and we quote from the law of the land, Public Law 90-480, the Architectural Barriers Act of 1968—"any building or facility, constructed in whole or in part with federal funds must be constructed so as to be made accessible to and usable by persons with physical handicaps." Each State has a parallel State law covering State funded projects. Again, cost-effectiveness is not the issue. The issue is the Bill of Rights and recent legislation calling for the elimination of architectural barriers.

Nonetheless, for the sake of clarity, look closely at the "cost-effect" issue. It seems to be one of the most frequent excuses for not serving all the people, "How much does it cost to make a building accessible?" The answer is, "not much." The highest estimates have been about 1 percent of the total building cost. Certainly, they are not 10 percent of the building cost. And, please remember, the need is to get 10 percent of the population into that building or facility. So even if providers are foolish enough to play the "cost-effective" game, the public is still ahead.

Another problem encountered in work to promote opportunities for handicapped people in recreation is the constant cry that specific accessibility data is not available; because there is a lack of design data, "we can't make our facilities accessible." The fact is that design criteria have been readily available from the American National Standards Institute since 1961. A new standard now in draft will be issued by next year. Also, a very fine document translating these general specifications to park and recreation settings has been available from the Department of Housing and Urban Development since 1975. It contains the results of a study funded by HUD and carried out by the American Society of Landscape Architects. It is called, "Barrier Free Site Design" (U.S. Government Printing Office: Number 023-000-00291-4; cost: $2.30).

These documents should sufficiently provide a professional designer with the information he or she needs to apply the principles of barrier-free design to any recreation, park, leisure, or cultural setting. Sufficient information exists; therefore, not valid is the excuse that barrier-free design is not achievable because specific accessibility data is unavailable. If staff design expertise is needed to comply with the law, then why do park and recreation providers not bring someone aboard who can provide that expertise? This would be our recommendation to these agencies. And this might prove to be a productive management decision since compliance with accessibility needs is mandatory.

Search for "user-data" rarely fails to reinforce the opinion of some providers that there are not many handicapped people using accessible facilities. For example, the new braille trail or adapted campsite may have low handicapped user rates. Consequently, they may reason, "Why the need to make more, or worse yet, all facilities accessible?" Well, several factors
Next, there are the barriers created by handicapped people themselves in this area. As mentioned earlier, the problem of designing out the handicapped from public park and recreation facilities is not all the fault of public administrators. One of the biggest problems encountered in the Committee's work is the low level of understanding that handicapped people have for the significance of leisure participation. They are, for the most part, involved in an everyday struggle for survival. How can a person be expected to worry about leisure time when he or she cannot get a job? The net result of this low priority for recreation is that handicapped people are not demanding services from the recreation service provider.

The committee believes that this demand is a critical factor in the equation of equal opportunities for handicapped people in the recreation and park setting. What can be done? Recreation professionals need to reach out to handicapped people; to inform them about the potential that recreation participation holds for them; and, to encourage them to look toward recreation as a life-enhancing pursuit. In short, recreation professionals need to educate handicapped people concerning recreation values. Handicapped people, on the other hand, ought to listen to and learn what the professional has to say about recreation. People who are handicapped must foster and cherish their need for and right to recreation participation. Only when this occurs will a full-fledged demand for services result.

The last perspective to be considered is that of the general public. How does their attitude toward the disabled impact on the problem? For the most part, it is believed by many that most of the public would prefer to recreate apart from handicapped people. The viewpoint mistakenly goes, "After all, these people are different; some disabilities clearly affect the sensitivities of the general public and their presence could, at the very least, make someone uncomfortable. Consequently, would it not be better to segregate or at least separate the handicapped from the general public?"

To begin with, the fact is that the vast majority of the general public react favorably to having handicapped people in their environment. For 30 years, the President's Committee has observed the reaction of non-handicapped people to their handicapped co-workers. In almost all instances, the reaction is favorable. The prior fears seem to be based on a lack of information or experience. In short, this problem is more imagined than real.

For those few, however, who cannot or will not adjust to people with handicaps, quite possibly these people should also be considered handicapped. To accommodate their sensitivities or inability to cope is to initiate and condone a prejudice. Fortunately, antidiscrimination laws prohibit this recourse (Section 504, Rehabilitation Act).

There are some closing thoughts concerning the compliance and observance of the Architectural Barriers Act of 1968. It has been the authors' experience that, for the most part, this law is not being obeyed. This fact provokes the question, "Why isn't this law working the way it was intended?" The primary reason Public Law 90-480 is not working is the casual compliance that exists in some agencies with recreation and park concerns. There seems to have developed a feeling that this law is more trouble than it
is worth; consequently, only lip service is being paid at the national level to compliance. The net result is that people in the states see this casual compliance as a signal for non-compliance. This must be stopped. What is needed is a clear signal from the leadership of all recreation and park agencies that it is an unalterable agency policy to include considerations for handicapped people in the development of public recreation and park facilities and buildings. That is the law and it is to be obeyed. This is not yet happening.

In addition to this high-level commitment, the need exists for formal procedures to be adopted by these agencies so that clear lines of responsibility result. For example, project directors might be asked to sign a statement that "This building or facility is certified to be barrier free." With this precaution we can foresee far fewer situations of lackadaisical compliance.

In conclusion, we do admit that the picture painted relative to compliance does not apply to all recreation and park agencies. Some agencies willingly have accepted the challenge that the needs of handicapped people and the Architectural Barriers Act present. They have done so admirably and are to be commended. But 90 percent of the work still needs to be done. And, while we recognize and applaud the successes, we must concentrate on the failures.

For more information on how to plan for handicapped individuals write: Paul Hippolitus, President's Committee on Employment of the Handicapped, Washington, D. C. 20210.
SOME FILMS ON RECREATION

ABILITY, NOT DISABILITY

Horseback Riding

This is a documentary on the CHEFF Center in Michigan, the first and largest riding establishment in the U.S. The CHEFF Center began with 12 students in 1970, and had 200 each week when this film was made, and is claimed to be the largest riding facility in the world for the handicapped. Narrative and interviews are syrupy, and little can be learned about techniques from the brief demonstrations. Still it might serve to interest the unsophisticated audience susceptible to the "greeting-card" approach.

ABLE TO FISH

(Coarse Angling, Game Fishing, Sea Angling)

This is a most unusual production by a man who has done many films on sports and leisure activities for the disabled. This covers, in some detail, the subject of fishing for the disabled, covering in each of the three separate films, problems and solutions of organization, access to the water, and special equipment. These films advocate as well as instruct and are often lively, if occasionally artificial. Their only drawback for an American audience is that the setting is English. It would be nice if someone would look into this subject for U.S. and Canadian waters.

ANYONE CAN

Coordination Exercises
16mm, color, 17 mins., 1969. Prod: Bradley Wright Films. Distributed by Bradley Wright Films, 1 Oak Hill Drive, San Anselmo, CA 94960.

Four films in one reel demonstrate rope skills, ball handling, the stool, and the trampoline as they are employed for teaching handicapped children a variety of motor skills. This was filmed at Orinda Union School District in California.

BOB AND DENNIS RUN THE STANISLAUS

Boating

Bob and Dennis are disabled graduate students at the University of California in Berkeley. Bob had polio as a child and Dennis was blinded at age ten. Together, with Bob navigating and Dennis rowing, they raft down the Stanislaus in a Zodiac rubber boat. In the print reviewed at Rehabfilm, the color was off, and the camera suffered most the ills of running rapids and incohesive direction. However, one version of this appeared last year on an evening news program in the New York area with far better print condition, and on TV editorial cohesiveness was irrelevant. Still it's exciting and fun in an odd way.

CAST NO SHADOW

Recreation

This film depicts a wide variety of recreation activities — including snow skiing and wheelchair surfing! — for mentally retarded, physically handicapped, multi-handicapped, and emotionally disturbed people of all ages. It has been depicted by reviewers as a sensitive and moving film.

CELEBRATE

Recreation & Sports - General

This videotape dramatizes the value of recreation and competitive sports for building confidence and self-esteem in handicapped people — mostly teenagers. It was sufficiently impressive to win the Second Prize, Work and Play Category, in the 1978 International Rehabilitation Film Festival.

DENNIS CLIMBS THE PINNACLES

Mountain-Climbing for Blind
16mm, color, 28 mins., 1979. Produced and distributed by Gerald Long, Vista College, 2020 Milvia Street, Berkeley, CA 94704.

This is the same Dennis that's in Bob and Dennis Run the Stanislaus, and it has the same home-movie look about it. It's an unusual movie, and the high point in the film seems to be Dennis' fall, which is so over-edited it seems like one is watching a stunt actor at work. No matter. Dennis has a marvelous spirit and the film should be of interest to people working with the blind.

EVERYBODY DANCE

Dancing
3/4" videocassette, b/w, 18 mins., 1978. Prod: Phyllis Gomperts. Distributed by Department of Rehab. Medicine, St. Lukes Hospital, 113th Street & Amsterdam, New York, NY. This videotape shows three dance sessions for adults with neurological and orthopaedic disabilities. It is crudely crafted, but ought to be of interest to those concerned with movement therapies for this population.

EXCEPTIONAL EQUESTRIANS

Horseback Riding
16mm, color, 17 mins., 1976. Produced and distributed by the Winslow Riding for the Handicapped Foundation, RD 1, Box 369, Warwick, NY 10990.

This film, which was also issued in a 23-minute version, provides the most extensive information on riding, exercise, mounting, and other details of horseback riding for disabled people of any film reviewed at Rehabfilm. Children and young adults with various disabilities — trimembral amputation, cerebral palsy, mental retardation — are shown riding as part of a therapeutic program aimed at improvement of trunk balance and overall coordination. It is very informative, and a must for those with a professional interest in the subject.

GET IT TOGETHER

Sports
16mm, color, 20 mins., 1977. Prod: Rick Miner, FMS Productions, Distributed by Pyramid Films, 2801 Colorado Avenue, Santa Monica, CA 90404.

visually handicapped and seeing children enjoy dancing, wrestling, playing cards, and diving.

PEOPLE YOU’D LIKE TO KNOW

16mm, color, 10 films, 6 mins. each, 1976. Prod: WGBH-TV, Boston. Distributed by Encyclopedia Britannica Educational Corporation, 425 North Michigan Ave., Chicago, IL 60611.

This marvelous series, produced under a BEH grant for the ZOOM and Reelop Series on PBS stations, presents ten handicapped kids to their peers in the 11-14 age group. Many of the segments have scenes involving recreation. This won First Prize, Series Category, 1978 International Rehabilitation Film Festival, and has been shown with great success by Rehabfilm in the USA, France and Japan.

REACHING

16mm, color, 5 1/2 mins., 1976. Prod: Michael Maltby for Bell Canada. Distributed for rental by Rehabfilm, 20 West 40th Street, New York, NY 10018. Rental: $15.00.

This is a concise effective film about Chris Stoddard, an ambitious and confident man born with spina bifida. Chris has a brown belt in karate, plays basketball, wrestles, swims, water skis, and is in this film specializes in track and field, holding two event records. This film focusses on his competitive spirit in wheelchair sprinting as well as his job.

RIDING TOWARDS FREEDOM


This film primarily promotes riding for the disabled in England, while stressing the therapeutic benefits derived from the exercise and fun of it. Some specific techniques and devices are shown, but not in the detail of Exceptional Equestrians (above). Riders with many different disabilities are shown, and all of it is photographed in the lovely English countryside.

SPECIAL OLYMPICS


This is a documentary which follows the competitors in the Special Olympics for the mentally retarded from the moment a plane load of contestants touches down in Los Angeles to the final celebration of victory. While the visuals are good, reviewers felt it suffered from a lack of direction and an unfortunate grandiosity.

A SPECIAL PLACE...FOR SPECIAL PEOPLE

16mm, color, 19 1/2 mins., 1979. Prod: David Shelburne. Distributed by C + P Telephone Company of W. Virginia, 1500 MacCorkle Avenue, Charleston, WV.

This film documents the building of a games and recreation area for the blind and other handicapped at a West Virginia State Park.

THERE AIN’T NO FLYES ON US


This film depicts with great vitality the participation of disabled children in a wide variety of activities, including riding, skiing, basketball, and archery. Reviewers remarked that the kids are refreshingly open and articulate about recreation, and that the filming is beautiful.

TORONTO OLYMPIAD


This is a documentary of the 1976 international games for the disabled held in Toronto. It shows blind people involved in discus-throwing, running events, high jump and wrestling. It also depicts wheelchair competitors in basketball, ping pong, archery, and weightlifting. All sorts of events and disabilities are represented.

THE TRULY EXCEPTIONAL PEOPLE SERIES

1. The Truly Exceptional Carol Johnson
2. The Truly Exceptional Dan Haley
3. The Truly Exceptional Virl and Tom Osmond

This series, recommended for grades 6-12, is narrated by Jill Kimmont Boothe of The Other Side of the Mountain fame. Carol Johnston is a girl, born with one arm, who is becoming a competitive gymnast. She falls and hurts her leg in practice and yet continues to practice despite the fact that her leg is in a cast. In the end she gets first place in gymnastic style in a competition. Dan Haley lost his vision gradually between the ages of 12 and 16. He and a girl named Janice spend a lot of time together, bowling, walking, playing billiards and mountain climbing. At the end of the film we learn that Janice is losing her sight too. Dan is also an accomplished guitarist. Virl and Tom Osmond are the eldest members of the famous Osmond family, both born deaf. Despite their handicaps, and in keeping with the family tradition, Virl becomes a tap-dancer and Tom a pianist.

THE TURN OF MY LIFE

16mm, color, 17 mins., 1979. For further information contact Ed Hunter, Head Hunter Films, Box 1556, Banff, Alberta TOL OCO, Canada.

This film presents skiers with disabilities ranging from blindness, polio, cerebral palsy, to single and double amputees. Much of the footage was shot at the Banff Canadian International Disabled Ski Meet in 1977 and at the Big White International Meet in 1978.

TWO, THREE, FASTEN YOUR SKI


This is the first film made by Oak Creek on the amputee ski program conducted by the Children’s Hospital in Denver. It also includes youngsters with polio and cerebral palsy using outriggers.

Rehabfilm Newsletter
The "action" film for the disabled, this presents the life of Jeff Minnebraker—a young man who lost the use of his legs in a car accident, and has made a spectacular adjustment. While it is a general film on a number of topics outside of recreation, it is cited here for its extraordinary cinematography. If you want to see exciting footage of tennis, football, and getting around in a wheelchair, this is the one. The only, oft-repeated criticism of this film is that Minnebraker is too much of a "superman." That being said, it's still well worth seeing.

HEART ATTACK - COUNTER ATTACK Post-Coronary Exercise
A good, engaging film on the subject of exercise for post-coronary patients. It was filmed at the Toronto Rehabilitation Centre and centers around the work of Dr. Kavanaugh, and the regimen of exercise (heavy on the jogging) recommended by him. The film includes footage of his rehabilitated patients running in the 1975 Boston Marathon.

IN TOUCH Movement, Dance
16mm, b/w, 30 mins., 1966. Prod: University of Bristol Drama Department, England. Distributed for rental by Rehabfilm, 20 West 40th St., New York, NY 10018.
This is a two-part film on movement therapy for severely retarded children. The first section covers teacher training; the second covers its application on a one-to-one basis with the children. The film uses the case of blind amputees skiing to make the point that the disabled can overcome their disability. It is shown dramatically as a group of these skiers "hot-dog" over the hills ...then the screen goes black, and all we hear are the directions of the instructor.

A MATTER OF INCONVENIENCE Skilling
16mm, color, 10 mins. Prod: James Stanfield. Distributed by Stanfield House, 900 Euclid Avenue, Santa Monica, CA 90403.
This film uses the case of blind amputees skiing to make the point that the disabled can overcome their disability. It is shown dramatically as a group of these skiers "hot-dog" over the hills ...then the screen goes black, and all we hear are the directions of the instructor.

A MOTION PICTURE Sports Competition
This is a fast-moving and exuberant film made at the 1975 Stoke-Mandeville Games, the wheelchair "olympics" held in England. It depicts the games, and interviews individual athletes who exude vitality and determination.

THE MOUNTAIN DOES IT FOR ME Skilling
16mm, color, 12 mins., 1978. Prod: Oak Creek Films. Distributed by the Children's Hospital of Denver, 1056 E. 18th Avenue, Denver, CO 80218.
The film shows children from Children's Hospital in Denver with cerebral palsy learning how to ski. Various methods of instruction and a variety of devices are demonstrated. This film won First Prize in Recreation in the 1979 International Rehabilitation Film Festival.

MY FRIENDS CALL ME TONY Recreation for the Blind
16mm color, 12 mins., 1976. Prod: National Film Board of Canada. Distributed by the Media Guild, 118 S. Acacia, Solano Beach, CA 92075.
This film, which is an autobiographical slice of a blind ten-year-old's life, has some impressive footage of a novel form of hockey, preparations for a camping trip, as well as other play activities.

NON-VERBAL GROUP PROCESS IN Dance THERAPY
This presents the use of dance therapy in a psychiatric setting, with the focus on the relation of movement to interaction.

NOT JUST A SPECTATOR Recreation
This is a pioneer film in the depiction of recreational opportunities for the disabled which is as useful today as it was in 1974. Wonderfully upbeat, we are taken on a tour of swimming, skeet-shooting, cross-country skiing, water-skiing, bowling, riding, rock-climbing, spelunking, kayaking, and so on. All this is presented with a British accent and an emphasis on proper facilities, safety precautions, and training in technique. It may be a trifle long, but it is a wholly engaging and informative advocacy film on recreation for the disabled.

OUT OF LEFT FIELD Recreation for the Blind
16mm, color, 7 mins., 1973. Produced and distributed by the American Foundation for the Blind, 15 West 18th Street, New York, NY 10011.
This short film presents the results of several community workshops in Raleigh and Baltimore, through which, with some adaptation,
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<tr>
<th>Title</th>
<th>Category</th>
<th>Duration</th>
<th>Year</th>
<th>Production Company</th>
<th>Distribution Company</th>
<th>Film Description</th>
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<tr>
<td>A Very Special Dance</td>
<td>Dance</td>
<td>16mm, 15 mins.</td>
<td>1978</td>
<td>NBC-TV (KUTV Documentary Division) and National Dance Association. Distributed by the NEA, c/o NEA Sound Studios, 1201 Sixteenth St., NW, Washington, DC 20036.</td>
<td>This film focuses on the work of dance educator Anne Riordan, with mentally and physically handicapped young adults. Ms. Riordan was herself disabled by arthritis at the age of 24. The film describes the benefits of her program but is strongest when her students put on a dance recital in San Francisco. The dance sequences are excellent, but there is little specific information on teaching techniques.</td>
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<td>To Climb A Mountain</td>
<td>Mountain Climbing</td>
<td>16mm, 15 mins.</td>
<td>1975</td>
<td>Produced and distributed by BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90404.</td>
<td>This film follows the adventures of a group of visually impaired men and women who join several sighted friends to scale one of the more rugged peaks in the high Sierras.</td>
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<td>To Live On</td>
<td>Recreation &amp; Sports Competition</td>
<td>16mm, 26 mins.</td>
<td>1975</td>
<td>Produced by Daniel Hess. Distributed by Filmaker’s Library, 133 E. 58th St., New York, NY 10022. Sale: $375.00.</td>
<td>This is an excellent film about the watchmakers at the Bulova School of Watchmaking in Queens. A good portion of the film is devoted to the sports activities of the young men and women in the school. This includes basketball, weightlifting, and archery. It’s a good solid film about interesting people who have regained hope for their future.</td>
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<td>Walter</td>
<td>Basketball</td>
<td>16mm, 15 mins.</td>
<td>1974</td>
<td>Prod: Jay Steinberg, University of Southern California. Distributed by Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069.</td>
<td>This is a spirited story of a self-sufficient black paraplegic student of architecture with a special love for wheelchair basketball. It is still an extremely worthwhile film.</td>
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<tr>
<td>Water Free</td>
<td>Swimming</td>
<td>16mm, 35 mins.</td>
<td>1975</td>
<td>Prod: Bill Latto, Town and Country Productions, Ltd., England. Distributed by Rehabfilm, 20 West 40th St., New York, NY 10018. Sale: $405.00. Rental: $25.00.</td>
<td>This is an excellent film for demonstrating the benefits of swim training for the disabled in general, and providing information on the Halliwick method of training in particular. People with all sorts of disabilities — including spasticity, blindness, phocomelia, spinal injury, amputations — are shown at various levels of training. The film, which like the producer's Not Just a Spectator is bright and cheerful, ends with a group of disabled swimmers challenging the English Channel.</td>
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<tr>
<td>You're It</td>
<td>Recreation for Mentally Retarded</td>
<td>16mm, 15 mins.</td>
<td>1975</td>
<td>Produced and distributed by the McDonald Training Center Foundation, 4424 Tampa Bay Blvd., Tampa, FL 33614.</td>
<td>This film discusses the importance and availability of recreational activities for retarded children and adolescents. It explains how a sequentially planned physical fitness program can contribute to the development of basic physical skills, strength, and endurance, which will be useful in future jobs. Arts and crafts, as well as recreation, are discussed.</td>
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The National Arts & the Handicapped Information Service is a consumer-demand information and referral center providing materials that can be used to make arts programs and facilities more accessible to handicapped people. Our reports cover a wide variety of topics requested by our subscribers. Anyone interested in arts and the handicapped may subscribe to the service by filling out this form and returning it to the address printed above. In about six weeks you will receive current printed materials and we will put you on our mailing list for future editions. Everyone is eligible to enroll, and there is no charge.

FREE REPORTS:
The following technical reports were produced by the National Arts & the Handicapped Information Service in response to suggestions from our subscribers. New materials are published periodically and mailed to subscribers.

☐ Architectural Accessibility Examines the current state of barrier-free design. It includes materials on the law, architectural design, architectural education, guidebooks to accessibility, bibliographies and resource lists.

☐ Arts for Blind and Visually Impaired People Outlines general principles for planning arts activities for and with blind and visually impaired individuals and discusses integration, consumer involvement, touching, communications, equipment, labelling, signage, and costs. Six articles discuss different aspects of arts, museum programs, and exhibitions. Also provides lists of publications and national resource agencies.

☐ Arts Education for Disabled Students Describes more than 20 programs for handicapped children in public schools. Includes an annotated listing of arts curriculum materials.

☐ Arts Programs with Deaf & Hearing Impaired Audiences (Fall 1979) A report on innovative visual and performing arts programs serving hearing impaired people. Includes a review of architectural design for the deaf and hearing impaired plus lists of major organizations, resource agencies, and technological resources. Emphasizes programs that comply with Section 504.

☐ Funding Sources (Summer 1979) A straightforward guide to raising funds for projects involving arts and handicapped individuals. Discusses funding support from five general sources: federal funds, state support, foundation grants, corporate giving programs, and organizations that work with the handicapped. Also lists publications, organizations, directories, and guides to writing proposals. A section on funding sources for capital improvements is included.

☐ Annotated Bibliography Includes publications, bibliographies, braille, recordings, large print, films, videotape and mixed media produced since 1970 on topics that discuss arts and the handicapped. Does not list articles, conference reports, or dissertations.

☐ New Programs and Facilities Describes scores of recent arts programs and facilities designed for handicapped people. Includes new and renovated facilities, cultural and community arts programs, and arts education.

☐ Technical Assistance, Information Centers and Consultants Identifies low-cost professional advisory services, publications, information services and consultants available for advice and guidance. Professional personnel listed include architects, museum directors, community program administrators, educators, and specialists.
Please help us establish a priority for publishing materials on the following topics:

☐ A report on artists: the accessible arts movement
☐ Accessible performing arts programs and facilities
☐ Accessible professional arts schools
☐ Architectural and financial techniques for accessibility in historic preservation
☐ Communications and graphic arts for the handicapped
☐ Community arts organizations and Section 504 of the Rehabilitation Act
☐ Consortia and cooperative programs for access to the arts
☐ Cultural education programs for the handicapped
☐ Furniture, equipment and technological aids
☐ Legislation, litigation, and legal assistance
☐ Mainstreaming, socialization, and attitudinal awareness
☐ Museum planning and practices for accessibility
☐ Programs for institutional outreach and circulating exhibits
☐ Survey instruments, assessment techniques, and transition procedures

RELATED MATERIALS:
The following publication and circulating exhibition produced by the National Arts & the Handicapped Information Service are available from other organizations:

Accessible Arts A flat panel, photographic museum exhibit designed for the 1977 White House Conference on Handicapped Individuals. The exhibit comprises 178 ft. by 3 ft. panels, 20 cassette recordings and 200 catalogues. Available ($150 plus an estimated $300 for shipping and insurance) from the Association of Science-Technology Centers, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037.

Arts and the Handicapped: An Issue of Access A 1975 publication describing over 150 examples of how art programs and facilities have been made accessible to the handicapped, from tactile museums to halls for performing arts, and for all types of handicaps. Available ($4.00) from EFL, 850 Third Avenue, New York, N.Y. 10022.

FILMS, VIDEO TAPE AND SLIDE/CASSETTE PRESENTATIONS:
The following films, video tape and slide/cassette presentations are available (free) on loan to cultural organizations, organizations of disabled people and for conferences and meetings discussing access to the arts.

Accessible Arts (cassette video tape 30 minutes). Produced by Washington, D.C. television station WTOP. It contains news footage of Mrs. Rosalynn Carter opening the Accessible Arts exhibit to the White House Conference, and a panel discussion afterwards featuring prominent handicapped artists and administrators. The exhibition, produced by the National Arts & the Handicapped Information Service, was designed to be accessible to all disabled audiences.

Free to be Me (16mm film 28 minutes), produced by the Delaware County Association for Retarded Citizens, Muncie, Ind. A documentary style film centered on the production and demonstration of dramatic presentation by retarded actors before live audiences. Discusses the abilities and the relationships of the mentally retarded to the mainstream community. Documents how retarded people speak, grow, and learn through drama.

Synthesis (16mm film 18 minutes), produced by Barrier-Free Environments, Inc., Raleigh, N.C. A non-verbal film about how physically handicapped people are taking advantage of new accessibility in modern architecture and consequently becoming a part of the society's mainstream.

504 and the Visual Arts (slide/cassette tape) Summer 1979: Produced by the Arts & Special Constituencies Project of the National Endowment for the Arts. A two-part program covering the involvement of disabled people in the American culture and a review of new programs and facilities for making the visual arts accessible. Directly related to compliance with Section 504 of the Rehabilitation Act.

504 and the Performing Arts (slide/cassette tape) Summer 1979: Produced by the Arts & Special Constituencies Project of the National Endowment for the Arts. A two-part program reviewing the involvement of disabled people in American performing arts and a review of new programs and facilities for making the performing arts accessible. Directly related to compliance with Section 504 of the Rehabilitation Act.

Name
Position
Organization
Address
City  State/Zip
The National Park System

No matter where you live in the United States there is probably a National Park within a few hours' drive of you. One of our greatest national resources, the parks make it possible for us to escape the stresses of city living and return to the wilderness our ancestors knew. More practically, they're great places to enjoy some physical activity — from hiking along nature trails to rafting down a river.

The National Park Service is committed to making the nation's parks and historic sites accessible to handicapped persons. To attain a goal of systemwide accessibility in its 320 listed facilities, the Park Service plans to hire regional coordinators of access for each of its nine regions (see Breaking Down Barriers, December 1980 Paraplegia News). Among the improvements to the park system are the elimination of as many obstructions to wheelchairs as possible and provision of accommodations for the handicapped. Nature trails and walkways are packed and smooth, some are even paved. Ramps have been built at curbs, steps, and building entrances, and handrails installed in restrooms. And the guardrails at scenic overlooks are appreciated by the able bodied as well as the handicapped visitors who made them necessary.


The following story tells of one man's efforts to find out if just one more trail could be made accessible and includes some tips for the handicapped planning a trip to a National Park.

Trail Blazing on Wheels

by Dennis Almasy

"A group of disabled people going on a backpacking trip to Hardin Lake! It can't be done!" These were the first words I heard when I presented the idea to John Byrne, the Assistant Superintendent of Yosemite National Park.

After he recovered from his shock, however, and started listening to what I had to say, he began to see the exciting possibilities of such a venture. Of course, this didn't happen until after I had met all of his negative objections with positive responses. Once the idea was accepted, though, it was full speed ahead.

I'd been told by backcountry rangers that the old fire road to Hardin Lake was accessible most of the way down. Now it was up to me to find out for myself. Cher Knouf, of Fresno City College, and I had been working on this idea for a couple of months. I called her and set a date for us to head out on the trail and see just how accessible it was.

Early one beautiful summer morning we loaded my wheelchair and our bodies into the pickup and headed for White Wolf where the road to Hardin Lake begins. What a group! Three AB's and a ranger in a wheelchair.

The trail, being a fire road, was wide enough for us all to be together, not strung out in single file. The road was in good shape, the only problem being its sandy makeup. Most roads and trails in the high country of Yosemite are made up of decomposed granite, and this one was no exception. I had a little trouble getting good traction from my wheels.

As we proceeded down the road I began to get a little worried. Although it was very accessible by fire road or trail standards, so far it was all down hill. Since what goes down must also come back up, that road started to look longer and steeper than I could handle. But I figured we'd meet that problem when we came to it.

After following the road for about a mile, we came to a trail marker indicating that the old fire road to Hardin Lake was accessible most of the way down. Now it was up to me to find out for myself. Cher Knouf, of Fresno City College, and I had been working on this idea for a couple of months. I called her and set a date for us to head out on the trail and see just how accessible it was.
from the road. Should we continue on the road or try the trail? We decided that we would take the trail since the sign indicated this was the way to the lake, even though I knew the road would get us there. What the heck, we'd make it this far. We might as well be adventurous and see what the trail was like.

Backcountry trails at Yosemite are not level paths. They are narrow and rough hewn at best, and this wasn't one of the better ones. Also, the trail went up instead of down like the road we had just been on. At first it went up only gradually, but soon the steepness was too great for me to handle without assistance and I yelled for help. Using our belts attached to the front of my chair for pulling, and with someone behind pushing, we continued up the steep trail. After about a quarter of a mile we came to an impassible barrier of large granite boulders, placed there by a glacier thousands of years ago.

After some discussion we decided that my able bodied companions would go on and explore the rest of the trail to see if the boulders were the only major obstacle between there and the lake. While waiting for my friends to return, I sat in my chair on the trail making notes in my notebook about what we had encountered to this point. I was enjoying the feeling of being alone in the wilderness. It was a beautiful spot: the mountainside rose steeply on my right and dropped off to my left. The pine trees were filtering the sunlight, making shadow pictures on the carpet of pine needles covering the mountainside. The sounds and smells of the forest were all around me. My solitude and communion with nature were something special, giving me a sensation I hadn't experienced since becoming disabled.

My thoughts were interrupted by the sound of a hiker coming along the trail in front of me. As he came over the rocks and caught sight of me he hesitated for a moment, then continued toward me. We exchanged greetings, and he made only one comment as he passed by me, "Boy, there sure are a lot of rangers out here today." To this day I wonder what went through his mind when he saw a ranger in full uniform sitting in a wheelchair straddling the trail, writing in his notebook.

Soon my friends returned and told me that the trail was impassable for a wheelchair. They backtracked down to the road and continued our journey on the lake. Although we found more rocks on the trail than from the road, it was again difficult to get traction from my wheels. But by working together we made the trek back and knew when we reached the pickup that the idea of backcountry experiences for disabled people was possible. We had proved it could be done.

A few weeks later, the Fresno City College group made a trip to Hardin Lake. The group was made up of an almost equal number of disabled and able bodied hikers, and the trip was not without difficulties, but they made it. I'll never forget one of the wheelchair hikers arriving at the campsite, wheeling his chair into the lake, then slowly sliding off his chair into the cool, soothing water — enjoying his reward after a long, hard hike.

The National Park Service is working to meet the needs of the physically challenged person. Making the parks accessible is going to be a long, hard job, but it is being done. The story of Hardin Lake is unusual today, but may be commonplace in the future.

If you plan to make a trip to a National Park, write to the Superintendent of the park you wish to visit, and request all information the park has on accessibility. In most parks you will find accessible restrooms and facilities — some more so than others. You can also obtain information from the park concessionaire about logging and other facilities that are accessible.

It is important to plan your trip ahead of time so that you will know which trails, walks, etc., are accessible. In Yosemite the "Yosemite Guide," the park news and information paper, indicates with double stars which activities and programs are accessible for disabled people. We also have a 9-page "General Information for Disabled Visitors" packet available at the Visitors Center at all park entrances. You may write to the Yosemite Park Superintendent for this guide at P.O. Box 557-GMP, Yosemite National Park, California 95389, or call (209) 372-4461 or TTY (209) 372-4726.

I would also suggest that you remember that when you visit a park you are usually far from the accustomed amenities of the city and any facilities that can repair or get parts for your wheelchair. You might want to bring along an extra tube for your wheelchair tires and any other spare parts you may have around the house. It is also advisable to get any other information the park offers concerning visitor safety.

The National Park system was created for the enjoyment of all our citizens. So get your information, make your plans, and visit a National Park this summer. It's well worth the effort.

ABOUT THE AUTHOR: Dennis Aimsay discovered that he had multiple sclerosis five years ago while he was in the Air Force. Forced to give up his commission, Aimsay joined the Park Service in 1979 as a volunteer, working on a survey of trails for the disabled. He is now Yosemite National Park's access coordinator and hopes to make the whole park accessible to the disabled visitor.

Paraplegia News/February 1981 21
I. ADAPTED INTERPRETIVE TECHNIQUES
THINK ADAPTIVE PROGRAMMING!

Dorris Willard*

All children want, need and deserve opportunities to participate in recreation activities. Sometimes, because of the nature of his disability, and the type of activity, it is difficult for a child to become involved actively. Often, the disabled child, or the other children create ways for him to participate, but many times, this challenge remains with the leader. The leader who accepts this challenge must use both his knowledge and creativity. To assist the leader in developing ways to help a disabled child participate in recreation programs, listed below are several adaptation suggestions. The ideas in this chapter are only a starting point for a leader.

POINTS TO KEEP IN MIND WHEN ADAPTING ACTIVITIES
1. Does adaptation change the activity to such a degree that it is no longer easily and commonly recognized as the same activity?
2. Does the adaptation match the skill level of the participant? As the individual's skill increases, the adaptation may need to change so the individual can further develop his skill.
3. Will the individual be able to participate with others, or does the modification restrict his choice of partners?
4. Is it possible to use existing community facilities?
5. Is the activity age and culturally appropriate?
6. When a commercially manufactured modification is used, does the adaptation permit the same general type of play as the non-modified activity?**

IMPORTANT NOTE FOR LEADERS
Make every effort to keep activities as nearly normal as possible. The less change in an activity, the more the disabled child will feel that he is like other children, and a part of the group. Keep in mind the child's physical ability rather than disability when adapting activities. Don't be afraid to experiment with new ideas!

GENERAL SUGGESTIONS FOR ADAPTING ACTIVITIES
1. Substitute walking, "wheeling" a wheelchair or rolling for skipping or running.
2. Use a bounce, a roll or an underhand toss to replace throwing. Catching and batting should be modified to suit these changes. For example, a child in a wheelchair can hit the ball by holding the bat at the side of his chair, and swinging at the ball rolled to him by the pitcher.
3. Substitute sitting down, kneeling or lying down for standing.
4. Decrease distances in horseshoes, ring toss, etc.
5. Reduce size of playing fields or courts e.g. volleyball and basketball courts.

*Material is adapted from Becoming Aware by Dorris Willard put out by The Department of Recreation Services, Burlington, Ontario and sponsored by the Ministry of Culture and Recreation. Printed in Leisurability.
6. Restrict player(s) to a definite place or position on a playing field.
7. Substitute lighter and more easily controlled equipment e.g. plastic bats, balloons, bean bags and rings for balls.
8. Allow players to hit the ball any number of times e.g. in volleyball.
9. Permit players to hold the ball for a longer period of time.
10. Permit other players to run for a child.
11. Have a greater number of players on a team so there is less activity required by each player; or when abilities allow, have fewer team members to encourage activity.
12. Reduce the number of points needed to win, and substitute freely.
13. Maintain playing areas so that they are hard, flat, and smooth to allow unimpeded movement of a wheelchair.
14. Do not allow players to choose teams; teams should be chosen by the leader, or by drawing colored pieces out of a hat.
15. Substitute different body positions than normal e.g. lying down instead of running.
16. Substitute slower movements for faster ones e.g. walking instead of running.
17. Modify equipment e.g. attach a string to the ball so it may be retrieved by a child unable to chase it.
18. Develop new techniques for accomplishing an activity, e.g. change a two-handed skill into a one-handed skill.
19. Utilize aids to increase the restricted abilities of a disabled child e.g. T-ball stand in baseball.
20. Help the child do the activity.
21. Simplify the activity.
22. Provide more frequent rest periods in vigorous activities than is normally required.
23. A child who communicates with Bliss Symbols can participate in any activity which requires someone to call out numbers or words e.g. "stop". The child can communicate by use of his board with someone nearby to call out the number or word as the child points to it.
24. Disabled children can be referees, umpires, or judges if no other satisfactory way can be developed to involve the children in an activity.
25. Make sure that all children understand the rules and/or instructions for the activity.
26. Take a child out of his wheelchair as much as possible. If children are sitting at a table, the child should sit on an ordinary chair if possible. If children are sitting in a circle to sing or play a game, then take the child out of his wheelchair so that he can participate at the same level as them. Someone may need to sit behind him to give him assistance in sitting.
27. For games using only visual cues add a sound or word with the visual cue when blind children are participating. For games requiring verbal cues, give additional visual cues when deaf or hard of hearing children are participating.

SOURCES

11-14 Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. (American Alliance for Health, Physical Education and Recreation, Washington, 1976, p. 50)
15-22 Jay Shivers and Hollis Fait Therapeutic and Adapted Recreational Services (Philadelphia: Lea & Fibiger, 1975, p. 228-229.)
IDEAS FOR PROGRAMMATIC ACCESSIBILITY

Excellent suggestions for program accessibility can be found in two references: Access to the Past Museum Programs and Handicapped Visitors by Alice P. Kenney


These books suggest practical ways to provide service if physical accessibility has been determined to be impossible.

A few ideas from these books are briefly described below:

Hearing Impaired

• Provide hearing impaired members of an audience with a written script of a program or a film presentation. The language should not be a word for word rendition of the audio portion.
• Self-guided tours using written information helps to bring information to deaf individuals.
• If most members of the staff can learn the basics of sign language, it gives the ability to at least greet and assist with important information.
• Investigate captioning films or slide shows. Harpers Ferry Center can provide expertise in equipment and translations.
• Various forms of electronic amplification can be used to supplement hearing aids.
• Several books are available on adapting written materials so that they can be understood by deaf individuals. Available on loan from the Division of Interpretation, Western Region is, Readable English for Hearing Impaired Students, edited by J. Shulman and N. Decker, The Caption Center, WGBH-TV, Boston.

Visually Impaired

• A "white glove tour" can be arranged for some exhibits where selected objects have been chose for gentle, tactile exploration. Visually impaired visitors wear thin cotton gloves (used by museum professionals).
• Visitors can take the usual tour independently, using audio cassettes.
• Tactile maps, open to all visitors, are helpful aids.
• Have large print informational brochures, exhibit labels and safety messages available. Publications can also be made available through recording services for the visually impaired.

Mobility Impaired

• For an inaccessible upper floor of an historic house, photograph the major views and do close-ups of interesting objects. These can be placed in a photograph album with captions.
• A slide set or videotape of the inaccessible area can be made. This should not be any longer than the time it would take to view the second floor.
APPENDIX A

ACTIVITIES AND RESPONSIBILITIES
I. WASHINGTON OFFICE – DIVISION OF SPECIAL PROGRAMS AND POPULATIONS

Following is Staff Directive 80-2 (March 7, 1980) which established the Washington Office Division of Special Programs and Populations.

Also following are “Brief Role and Function Statement on Special Programs and Populations” and “What Will the Division (Washington Office) Be Doing Relative to NPS Policy?”
STAFF DIRECTIVE 80-2

To: Directorate, Field Directorate, WASO Division Chiefs and All Park Superintendents

From: Associate Director, Management and Operations

Subject: Division of Special Programs and Populations

The purpose of this memorandum is to announce the official establishment of the newly created Division of Special Programs and Populations, and to outline its overall goals, objectives and functions.

Over the past several years, the National Park Service has made conscious efforts to promote the maximum possible accessibility of all our facilities, programs and services to all citizens. In the 1979-1981 NPS Long Term Management Plan, specific mention is made of the Service's commitment to this concept. The goals statement states:

"The Service must ensure that the barriers are removed which keep the handicapped, the disadvantaged, the elderly and minorities from using the parks."

Staff Directive 77-4 calls attention to the 1968 Architectural Barriers Act and requests that immediate action be taken, using existing operating funds, to eliminate minor barriers to access for handicapped persons in visitor facilities. Further, a number of persons throughout the Service have initiated actions at the regional and field levels which have significantly advanced the accessibility of our services to handicapped populations. These efforts are to be highly commended.

In order to more emphatically emphasize the commitment of the National Park Service to the concept of "Full Spectrum Visitor Participation," and to further enhance the opportunities for our disabled visitors, we have established a new division of Special Programs and Populations at the WASO level. This Division has been charged with the responsibility of developing and coordinating a Servicewide, comprehensive plan of
action, to assist all units and divisions of the Service to more effectively meet the needs of special populations, with specific emphasis on the needs of the physically, mentally and sensory handicapped visitor. Specific roles and functions will include the following activities:

(1) Identification of problems, issues and questions that create barriers to accessibility.

(2) Development of strategies, methods and techniques to most effectively facilitate physical and programmatic access while at the same time carrying out our responsibilities for preserving distinctive resources and the quality of human experience associated with them.

(3) Providing technical assistance and consultation throughout the System on physical and programmatic accessibility.

(4) The development of long range goals and objectives for the highest degree of accessibility feasible within the constraints noted in number (2) and the coordination of Servicewide activities in order to reach those goals and objectives.

Therefore, with these roles and functions in mind, this directive requests that all units within the Service immediately begin articulation and coordination with the Division of Special Programs and Populations with regard to all activities that in any way relate to "Full Spectrum Visitor Participation" and particularly to accessibility for handicapped populations. Items of particular significance are the following:

(1) Any policies, guidelines, directives, planning documents, or any new proposal from the WASO or Field Directorate related to visitor use and management, and having Special Programs and Populations implications, should be reviewed by that Division before final issuance.

(2) Any 10-237/10-238 requests, or any new proposal concerned with facility modification or visitor use, having Special Programs and Populations implications, should be submitted to the Division for review.

In addition, information concerning any existing activity with regard to handicapped populations, or any suggestions for innovative approaches, should be shared with the Division. With this kind of sharing of information, the Division will be better able to assist all of us in expanding our services for this population of visitors.

[Signature]

A-1: 4
The Division of Special Programs and Populations is a unit of Management and Operations within NPS.

The primary activities of this Division are in the following areas:

a) recommending policies, guidelines, programs and directives to fulfill the Service's responsibilities in providing for the use and enjoyment of park resources and programs by special populations; and

b) keeping abreast of various Congressional, Presidential and Secretarial mandates and reviewing planning documents such as: Statements for Management, General Management Plans and Interpretive Prospectuses etc. for policy compliance.

The Division is a "facilitative and coordinating" unit for other Divisions and provides technical assistance on physical and program access issues affecting special populations.

The Division facilitates the integration of access policy to ensure that the Service, as a matter of routine, provides full spectrum visitor services.

WHAT WILL THE DIVISION BE DOING RELATIVE TO NPS POLICY?

In the new Division's work toward policy formulation, we will be studying and developing guidelines in the area of programmatic and physical accessibility. The ANSI standards minimally cover access to buildings, but no standards are available to date for recreational use areas and wilderness use areas. Specific guidelines and policies in these areas need to be formed. Additionally, we need to study such questions as:

1) how many restroom facilities must be accessible to constitute compliance?
2) what is "reasonable accommodation" in some of our renovation projects?
3) how many campsites in an area should be made accessible to comply, all or a percentage?
4) what is the best way to improve interpretation for deaf and blind individuals?
5) how do we make inaccessible historic structures and natural features available to special populations?
6) what technological approaches may we properly resort to in enabling handicapped persons to enjoy outdoor recreation experiences?
7) what are our policies going to be with regard to concession operations?
8) what are our policies with regard to transportation systems to and within parks?

This is only a small sample of the questions of this type that will arise. At any rate, taking a leadership role in addressing these questions and developing guidelines, will be a major function of the Division of Special Programs and Populations.
II. WESTERN REGIONAL OFFICE

Each Regional Office has a designated Special Programs and Populations Coordinator. The Coordinator for the Western Region is the Regional Chief of Interpretation.

Since 1978 the Regional Office has had a functioning Special Populations Committee that meets periodically. The purpose of the committee is to plan programs and activities that are called for by legislation and by National Park Service policy and directives, to initiate programs and activities specific to this Region, and to review programs and budget requests submitted by parks.

The committee has representatives from Interpretation, Ranger Services, Safety, Maintenance, Planning, Concessions, Personnel, Programs and Budget, Training and Equal Employment Opportunity. Disabled employees from park areas throughout the Region also serve as committee members. The committee chairperson is the Regional Special Programs and Populations Coordinator.

Through action of the Regional Office, the Western Region was allocated over $600,000 during FY '79 for regionwide facility accessibility studies and necessary physical modifications. Each park developed a two-part Action Plan that defined its needs and funding required to accomplish accessibility. The Regional Special Populations Committee prioritized park Action Plan projects.

Several divisions in the Western Regional Office can offer support and expertise for Full Spectrum Visitor Services in the parks. The Safety Division is presently compiling information for a Special Populations Safety Handbook. The Maintenance Division can help solve accessibility problems and suggest resources for equipment and standard specifications. Park Planning will help design trails that meet the needs of special groups and evaluate building and site accessibility. The Division of Cultural Resources prepares compliance requests; any park considering architectural modifications on historic buildings should consult with this division. Recruiting and hiring disabled workers has been a priority with the Personnel Division. This division has developed the “Western Region’s Handicapped Employment Program.”

Program accessibility ideas and techniques can be suggested by the Division of Interpretation. This division conducted a two day sensitivity awareness training session in May 1978, for Chiefs of Interpretation. The division has also provided training support for special populations to several parks and to the Albright Training Center. A resource library (discussed elsewhere in this Handbook) has been developed for park use.
III. WESTERN REGIONAL PARKS

The guidelines for Western Region "Special Populations Action Plan" (D3415, December 19, 1978) calls for each park to select a Special Populations Committee. The committee should be composed of representatives from various park disciplines and meet on a frequent basis to discuss and carry out Service policy, activities, and responsibilities. The committee should contain disabled representatives from the local community.

At Appendix D, we recommend inclusion of the park two-part Action Plan, park long-term goals, and any park produced informational literature on your Special Programs and Populations activities.
SPECIAL POPULATIONS NETWORK

There are tremendous resources and talents available throughout the Western Region. Over the past several years, many people have been gaining skills in implementing Special Populations programs. The following people have volunteered to share this information and their experiences in setting up new programs or solving access problems. They have identified themselves as having knowledge in several areas of special populations programming and have written a short description of their expertise. Please feel free to contact anyone in the NETWORK to find out what works or doesn't work before a program is begun or an expensive piece of equipment is purchased. If you are not sure where to direct a question, please call the Regional Division of Interpretation and we will try to find a resource person for you.

The NETWORK is dynamic; it will be updated periodically. Please let the Division of Interpretation know of your programs and activities . . . and whether this information system has been useful to you.
TRAINING PROGRAMS

Almasy, Dennis  Yosemite
Cunningham, Dick  WRO, Interpretation
Fox, Don  Yosemite
Freitas, Carla  Pu’uhonua O Honaunau
McKenzie, Leonard  Yosemite
Mellion, Paul  Point Reyes
Shaw, Phyllis  John Muir
Swearingen, Jean  Redwood
Wetterling, Lea  WRO, Interpretation
White, Vicki  Golden Gate

OUTREACH PROGRAMS

Almasy, Dennis  Yosemite
Anderson, Bill  Santa Monica
DiMattio, Terry  Whiskeytown
Elliott, Maril  Santa Monica
Faringer, Janet  Cabrillo
Fox, Don  Yosemite
Leicester, Marti  Santa Monica
McCluskey, Reed  Santa Monica
Mellion, Paul  Point Reyes
Shaw, Phyllis  John Muir
Swearingen, Jean  Redwood
White, Vicki  Golden Gate

INTERPRETIVE ACTIVITIES

Almasy, Dennis  Yosemite
Anderson, Bill  Santa Monica
Burgess, Cynthia  Yosemite (seasonal)
Cunningham, Dick  WRO, Interpretation
Faringer, Janet  Cabrillo
Fitzgerald, Maureen  Yosemite (seasonal)
Freitas, Carla  Pu’uhonua O Honaunau
Gnesios, Gregory  Point Reyes
Hepler, Susan  Petrified Forest
Leicester, Marti  Santa Monica
McCluskey, Reed  Santa Monica
McKenzie, Leonard  Yosemite
Petrick, Kyra  Lake Mead
Samco, Jeff  Yosemite
Shaw, Phyllis  John Muir
Swearingen, Jean  Redwood
Wetterling, Lea  WRO, Interpretation
White, Vicki  Golden Gate
RECREATION PROGRAMS

Almasy, Dennis. Yosemite
Anderson, Bill. Santa Monica
Leicester, Marti. Santa Monica
Mellion, Paul. Point Reyes
White, Vicki. Golden Gate

EMPLOYMENT

Almasy, Dennis. Yosemite
Anderson, Bill. Santa Monica
Elliott, Maril. Santa Monica
Guidry, Lynn. WRO, Personnel
Hepler, Susan. Petrified Forest
Leicester, Marti. Santa Monica
McKenzie, Leonard. Yosemite
Shaw, Phyllis. John Muir
White, Vicki. Golden Gate

ACCESSIBILITY MODIFICATION STANDARDS

Almasy, Dennis. Yosemite
Fox, Don. Yosemite
Geissinger, David. WRO, Planning
Hepler, Susan. Petrified Forest
Olson, Virgil. Death Valley
Shaw, Phyllis. John Muir
Sloat, Harry. WRO, Maintenance
Stroh, William. Sequoia/Kings Canyon
Swearingen, Jean. Redwood
Vanderford, James. Lake Mead
Weaver, Richard. Southern Arizona Group Headquarters
White, Vicki. Golden Gate

HISTORIC BUILDINGS ADAPTATIONS

Cox, Bob. WRO, Cultural Resources
Fox, Don. Yosemite
Geissinger, David. WRO, Planning
Hepler, Susan. Petrified Forest
Shaw, Phyllis. John Muir
Sloat, Harry. WRO, Maintenance
Swearingen, Jean. Redwood
White, Vicki. Golden Gate
PARK PLANNING

Almasy, Dennis. Yosemite
Barbano, Gary. Pacific Area Office
Cunningham, Dick. WRO, Interpretation
Fake, Thomas. Pacific Area Office
Fox, Don. Yosemite
Geissinger, David. WRO, Planning
Hepler, Susan. Petrified Forest
Olson, Virgil. Death Valley
Reynolds, John. Santa Monica
Shaw, Phyllis. John Muir
Swearingen, Jean. Redwood
White, Vicki. Golden Gate

ENVIRONMENTAL EDUCATION

Almasy, Dennis. Yosemite
Anderson, Bill. Santa Monica
Elliott, Maril. Santa Monica
Gnesios, Gregory. Point Reyes
Leicester, Marti. Santa Monica
McKANZIE, Leonard. Yosemite
Mellion, Paul. Point Reyes
Shaw, Phyllis. John Muir
Swearingen, Jean. Redwood
White, Vicki. Golden Gate

YOUTH ACTIVITIES

Gnesios, Gregory. Point Reyes
McKANZIE, Leonard. Yosemite
Mellion, Paul. Point Reyes
Shaw, Phyllis. John Muir
Swearingen, Jean. Redwood
White, Vicki. Golden Gate

OTHER

Sign language interpretive programs —
  Petrick, Kyra. Lake Mead
Architectural Barriers . . . indoors and out —
  Fox, Don. Yosemite
Utilizing seasonal resources —
  Hepler, Susan. Petrified Forest
Reorientation of perceptions which exclude handicapped visitors —
  Reynolds, John. Santa Monica
Managing special populations programs - making it part of an overall program —
  Anderson, Bill. Santa Monica
  Leicester, Marti. Santa Monica
Overnight camping trips for the deaf —
  Elliott, Maril. Santa Monica
Section 504 evaluation; Product and material evaluation for Access needs; Program
  and Administrative Alternatives to Physical Accommodation
  White, Vicki. Golden Gate
Almasy, Dennis  
Access Coordinator  
Yosemite National Park  
Box 827  
Yosemite National Park, CA 95389  
(209) 372-4461 ext. 283  
FTS: 448-4283  
As access coordinator I am involved with access issues on a daily basis.

Anderson, Bill  
Chief, Visitor Services  
Santa Monica Mountains National Recreation Area  
23018 Ventura Blvd.  
Woodland Hills, CA 91364  
(213) 888-6613  
Experienced as manager for a wide variety of Special Populations programs (Special Events, Interpretation, YCC Camps, etc.) at Golden Gate, in Washington, D.C., and at SAMO. Can assist with staffing, budgeting information.

Barbano, Gary  
Landscape Architect  
Pacific Area Office  
300 Ala Moana, Suite 6305  
Honolulu, HI  
(808) 546-7584

Burgess, Cynthia  
Park Technician (seasonal)  
Yosemite National Park  
Box 577  
Yosemite National Park, CA 95389  
(209) 372-4461  
Training programs: taught sign language to staff along with basic communication techniques. Publicity about program to the deaf community. Scripts for movies, sign language interpreter available for selected ranger-led programs. Programs in sign language for the public. Introductory movie in the process of being captioned. TTY (phone used by deaf community members) in Yosemite Valley Visitor Center to answer questions from prospective visitors and for use by deaf visitors at the park. Sign language interpreter in residence at the park from June through Labor Day (5 days a week, 8 hours a day) Interpreter was available to interpret at any time for emergencies.

Cox, Bob  
Historical Architect  
Western Regional Office  
450 Golden Gate Ave., Box 36063  
San Francisco, CA 94102  
(415) 556-6893  
Providing accessibility in historic structures which does not result in adverse effects to the elements of significance of the structure, application of Advisory Council on Historic Preservation criteria for Handicapped Access to Historic Properties.
Cunningham, Dick
Chief, Division of Interpretation
Western Regional Office
450 Golden Gate Ave., Box 36063
San Francisco, CA 94102
(415) 556-3184
As Western Regional Office Special Populations Coordinator, I am familiar with Special Populations Programs and Policies, Regionwide and Servicewide. I have given training sessions on special populations to National Park Service Orientation classes.

DiMattio, Terry
Chief, Division of Interpretation, Whiskeytown
Whiskeytown National Recreation Area
P. O. Box 188
Whiskeytown, CA 96095
(916) 241-6584
FTS: 461-5394
While at Cabrillo National Monument I organized, initiated, and supervised the “Parks to the People” program, an outreach program for people in convalescent hospitals, day care centers for the physically and mentally disabled, and children in backcountry schools.

Elliott, Maril (Hanby)
Park Ranger, Special Populations Specialist
Santa Monica Mountains National Recreation Area
23018 Ventura Blvd.
Woodland Hills, CA 91364
(213) 888-6613
Outreach: At SAMO we had recreation transit programs which provided bus transportation that brought 15,000 participants from Los Angeles and Ventura counties this year. These people included all kinds of disabled groups — hearing impaired, visually impaired, physically disabled, and developmentally disabled. During these programs at SAMO, I set up structured schedules for the disabled groups’ visits to the park including hikes, picnics, games, swimming, and arts and crafts. Employment: I have had working experiences with the National Park Service at Mount Rainier National Park, Pacific Northwest Region Office (Contracting and Property Management Division), Golden Gate National Recreation Area and am now presently employed at Santa Monica Mountains National Recreation Area. At GOGA, I implemented and led tours for deaf park visitors at Alcatraz Island, Marin Headlands, and Fort Point National Historic Site. Later, I completed my college education at California State University, Northridge in the field of Parks and Recreation and accepted the job as a Recreation Assistant at SAMO last February. The objectives in my career with NPS are to implement and expand various kinds of interpretive programs for the disabled park visitors and make access improvements in the park facilities necessary for these special populations groups.
Environmental education: I took part in giving environmental education programs at two camps for the disabled in SAMO. "New Games" activities were included in the programs. The campers and counselors participated in my beach programs. Overnight camping trips for the deaf children: Deaf children and their teachers, who had participated in our Recreation Transit Program, went on two overnight camping trips in SAMO. It was the first time for most of them to experience outdoor camping at a natural area. They were taught safety and outdoor cooking skills.

Fake, Thomas  
Pacific Landscape Architect  
Pacific Area Office  
300 Ala Moana Blvd.  
P. O. Box 50165  
Honolulu, HI 96825  
(808) 546-7584

As Pacific Landscape Architect I have provided consultant services to all the Pacific Area parks in modifying existing facilities to meet accessibility standards. This work involves initial survey of all existing facilities, then providing necessary construction drawings to modify inaccessible facilities.

Faringer, Janet  
Park Technician (seasonal)  
Cabrillo National Monument  
Box 6670  
San Diego, CA 92106  
(714) 293-5450  
FTS 8-895-5450

Participated in and presented "Parks to the People" programs in San Diego. Programs have been for seniors and physically and mentally handicapped children and adults.

Fitzgerald, Maureen  
Park Technician (seasonal)  
Yosemite National Park  
P. O. Box 577  
Yosemite National Park, CA 95389  
(209) 372-4461

During the summer seasons of 1979 and 1980 I worked with the Interpretation Division of Yosemite National Park as a sign language interpreter. The purpose of the job was to increase Yosemite's accessibility to visitors who are hearing impaired. The duties entailed training staff in methods of communication, including sign language; outreach to the deaf community; publicizing the program within the park; interpreting selected park programs in sign language; setting up and monitoring the use of the TTY telephone. In the 1980 season responsibility for staffing the Visitor Center was added.
Fox, Donald
Landscape Architect
Yosemite National Park
P. O. Box 661
Yosemite National Park, CA 95389
(209) 372-4461
Coordinated an inventory of all public buildings and outdoor spaces for Yosemite
supervising 2 disabled VIP's. Successfully completed the American Institute of
Architects 2 day accessibility architectural barriers workshop March '78. NPS
accessibility workshop, Fort Mason, May '78. Yosemite Institute staff workshop '80,
guest speaker on architectural barriers '78 and '79. Panel member - American
Yosemite National Park Architectural Barriers Coordinator — 1977 to date.

Freitas, Carla
Park Technician
Pu'uhonua o Honaunau NHP
P. O. Box 129
Honaunau, Hawaii 96726
(808) 328-2288 or 328-2326
Park Technician Carla Freitas has attended night school to learn sign language. Now
she not only conducts guided tours using sign language, but also teaches sign language
to the park staff.

Geissinger, David
Regional Landscape Architect
Division of Park Planning
Western Regional Office
450 Golden Gate Ave., Box 36063
San Francisco, CA 94102
(415) 556-6055
General experience in park planning with design and construction.

Gnesios, Gregory
Kule Loklo Program Manager
Point Reyes National Seashore
Point Reyes, CA 94956
(415) 663-8522
As Project Director of a reconstructed Coast Miwok Indian Village, much of my time
is spent teaching and sharing experiences with people of all ages and types in an
environmental education-oriented setting. Much of this is “hands-on” experience.

Guidry, Lynn
Personnel Specialist
Western Regional Office
450 Golden Gate Ave., Box 36063
San Francisco, CA 94102
(415) 556-7230
I serve as Regional Selective Placement Coordinator for the Handicapped. In this
capacity I advise park areas as to how to select and train handicapped applicants,
and how to modify positions in order to accommodate these persons. I am responsible for determining how severely disabled applicants are, and whether or not they can be employed under the handicapped hiring authority. I write the Affirmative Action Plan for the Employment of the Handicapped for the Region, and am responsible for its implementation.

Hepler, Susan
Chief, Division of Interpretation
Petrified Forest National Park
Petrified Forest National Park, AZ 86028
(602) 524-6228
The park is presently in the process of planning new exhibits and modifying existing structures for handicapped access. This planning and any future planning will consider special populations. We are now analyzing statistics and evaluating the need for multiple language printings for key publications. The park has tried several avenues for serving the non-English speaking visitor — we can tell of some pitfalls at this point. Seasonal hiring usually includes persons with special skills such as signing. These persons have proved an asset to the program and will be able to share their experiences with others.

Leicester, Marti
Santa Monica Mountains NRA
23018 Ventura Blvd.
Woodland Hills, CA 91364
(213) 888-6613
1978-79: Special Populations Coordinator, Western Regional Office, (4 months); exposed to Special Populations Action Plans for all Parks in Region — gained broad perspective on WRO approach to Special Populations. 1979-present: Operations Supervisor/Interpretive Specialist for SAMO Visitor Services. Supervised development of Special Populations Outreach Programs. Could help with management, recruiting, hiring, staff training information.

McCluskey, Reed
Park Planner
Santa Monica Mountains NRA
23018 Ventura Blvd.
Woodland Hills, CA 91364
(213) 888-8221
While a member of the GMP planning team on location at SAMO I have been able to assist in conducting programs with the special populations outreach staff here. I have gained experience in using signed English for the deaf with both deaf staff and visitors. Programs with these groups have included both seniors and school age children. In addition I have worked with both adult and primary school age groups that require wheelchair accessibility.

McKenzie, Leonard
Chief, Division of Interpretation,
Yosemite National Park
Box 577
Yosemite National Park, CA 95389
Have organized disability awareness workshops for park staff, developed in collaboration with other pilot interpretive/experimental programs for disabled people, adapted regularly scheduled interpretive programs to accommodate disabled people, helped develop a special information packet for disabled people, employed and supervised disabled people as well as other employees with primary functions in providing services for disabled visitors (e.g. sign-language services for deaf visitors.)

Mellion, Paul
Environmental Education Center Camp Manager
Point Reyes National Seashore
Point Reyes, CA 94956
(415) 663-8522
As Director of the Point Reyes Clem Miller Environmental Education Center, I have worked with a variety of disabled groups. I am interested in helping to coordinate such groups' use of the Center.

Olson, Virgil
Chief, Division of Interpretation,
Death Valley National Monument
Death Valley, CA 92328
(714) 786-2331
Experience in working with accessibility modification standards and accessible equipment and supplies, and park planning.

Petrick, Kyra
Concessions Analyst
Lake Mead National Recreation Area
601 Nevada Highway
Boulder City, NV 89005
(702) 293-4041 FTS 598-7518
While at Redwood National Park, I developed a sign language interpretive program, with music and slides following the "talk." I was at that time also tutoring a severely handicapped girl in sign. Admittedly, I have become "rusty" through lack of use of this skill in recent years. I have also worked with interpretive programming for hyperactive children.

Reynolds, John
Assistant Superintendent, Planning
Santa Monica Mountains NRA
23018 Ventura Blvd.
Woodland Hills, CA 91364
(213) 888-3772
Supervised a program which helped the NPS gain a positive attitude toward provision for disabled visitors in both structural and wildland recreation and other experiences. Supervised student project on accessible trails in the Santa Monicas.
Samco, Jeff  
Park Technician  
Yosemite National Park  
Box 577  
Yosemite National Park, CA 95389  
(209) 372-4461 ext. 261  
FTS 448-4261  
Primarily have had field interpretive experience. Also, I have some experience with captioning a slide show and movie for deaf visitors. Most field interpretation has been blind and partially sighted visitors. I, personally, am partially sighted/legally blind.

Shaw, Phyllis  
Superintendent  
John Muir NHS  
4202 Alhambra Avenue  
Martinez, CA 94553  
(415) 228-8860  
Due to the relative ease in reaching John Muir NHS from major population centers we are often visited by special population groups ranging from the elderly to the mentally and emotionally handicapped. Therefore the staff has developed a considerable degree of skill in dealing with such groups. In addition, we have made a number of modifications for accessibility to our modern facilities and trails as well as historic building adaptations. In the past, we have provided interpretive programs for convalescent homes.

Skall, Michael  
Park Ranger, Special Populations, Outdoor Recreation  
Santa Monica Mountains NRA  
23018 Ventura Blvd.  
Woodland Hills, CA 91364  
Voice/TTY (213) 888-6613  
I work as a Recreation Assistant (Special Populations) at SAMO, and we have outreach field programs for special populations groups (hearing impaired, visually impaired, physically disabled, and developmentally disabled.) Also, we have overnight camping programs with hearing impaired groups. In addition, we have environmental education programs at summer camps in the area, such as Camp Bloomfield (for visually impaired and hearing impaired young people) and Camp Joan Mier (for physically disabled and developmentally disabled youngsters.)

Sloat, Harry  
Regional Landscape Architect  
Western Regional Office  
450 Golden Gate Ave., Box 36063  
San Francisco, CA 94102  
(415) 556-7651  
I have assisted field areas in the modification of the parks physical facilities to accommodate the disabled visitor. Assistance has included preparation of working drawings and specifications, and sending reference material on equipment and manufacturers.
Stroh, William
Maintenance Leader
Sequoia/Kings Canyon National Park
Three Rivers, CA 93271
(209) 565-3341 ext. 63
Experience in design and modification of buildings, comfort stations and ramps for the handicapped park visitor.

Swearingen, Jean
Interpretive Specialist, South Area
Redwood National Park
P. O. Box 55
Arcata, CA 95521
(707) 822-7611
As interpretive planner at the Denver Service Center, in 1977, became involved with compliance of Section 504, working with interpretive plans and general management plans to insure total accessibility in parks. Took part in training whenever possible, including Interpretation for Handicapped Visitors given by the American Association for State and Local History using handicapped instructors. Then began originating, organizing and presenting training courses, again using local handicapped populations, instructors, and demonstrators. These programs were given for museums, educators, and interpreters in a 10 state area. Have kept current with the literature and legal ramifications of compliance with Section 504 of the Rehabilitation Act of 1973.

Vanderford, James
Landscape Architect
Lake Mead NRA
601 Nevada Highway
Boulder City, NV 89005
(702) 293-4041
Developed plans for modification of building and visitor facilities for use of disabled park visitors.

Weaver, Richard
Facility Management Specialist
Southern Arizona Group Headquarters
1115 North 1st Street
Phoenix, AZ 85004
(602) 261-3289
I am willing to share my experiences, knowledge and skills in interpreting and applying the GSA Design Criteria: New Public Building Accessibility to modify restrooms, drinking fountains, parking spaces, and building accessibility (curb cuts, door widenings, ramps, etc.) at six Southern Arizona Group areas: Casa Grande Ruins, Chiricahua, Organ Pipe Cactus, Saguaro, Tonto and Tumacacori National Monuments; and Coronado National Memorial.
Wetterling, Lea
Park Technician
Division of Interpretation
Western Regional Office
450 Golden Gate Ave., Box 36063
San Francisco, CA 94102
(415) 556-3184
Experienced in coordinating workshops on special populations and can provide additional materials and audiovisual resources for giving training programs. In charge of the Division of Interpretation's resource library on special populations; these materials are available for loan. Able to suggest alternatives for programmatic access if physical access is impossible.

White, Vicki
Access Coordinator
Golden Gate National Recreation Area
Fort Mason, Building 201
San Francisco, CA 94123 (415) 556-3535
I have developed mainstreamed and specialized recreation and environmental education programs since 1967. My work in GOGA has included extensive review and evaluation of park facilities and programs for accommodation of disabled visitors. This work includes design for barrier removal on a cost effective basis. We have conducted extensive training of all levels of park staff and park permittees, introducing Special Populations, physical and programmatic access issues. Working closely with community agencies and individuals we have extended our park outreach dramatically. I have developed extensive slide shows and training aids for our park and am thoroughly familiar with Dept. of Interior management guidelines, directives to Regional and field personnel, Section 504 of the Rehabilitation Act, Guidelines for Historic Preservation and various design standards. I am constantly researching new products and materials for possible use in barrier free access. We are working very hard in evaluating programs and exhibits for improved access to mobility and sensorially impaired visitors and employees.
I. **Vocational Rehabilitation Act of 1963.**

Funds for training and research in recreation for the ill and handicapped were included in the 1963 revision of the original Vocational Rehabilitation Act of 1954. This was the first federal action recognizing the importance of recreation services for disabled persons. Following this action, several colleges and universities received funds to implement training programs at the graduate level in "recreation for handicapped individuals." Thus a foundation for growth and development of training in Therapeutic Recreation formed.


Requiring physical accessibility, this law simply states:

"Any building or facility constructed in whole or in part by federal funds must be made accessible and useable by the physically handicapped."

Therefore, any construction, remodeling, or site development done in the parks by the Service, any of the park permittees or concessionaires must be accessible and useable independently by physically disabled visitors and employees.

III. **Nationwide Outdoor Recreation Plan, 1963. Public Law 88-29.**

In this act, the Secretary of the Interior is directed to "formulate and maintain a comprehensive nationwide outdoor recreation plan. The plan shall set forth the needs and demands of the public for outdoor recreation and the current and foreseeable availability in the future of resources to meet those needs. The plan shall identify critical outdoor recreation problems, recommend desirable solutions and recommend actions to be taken at each level of government and by public interests." First written in 1973, the plan included emphasis on complying with the Architectural Barriers Act in all outdoor recreation programs. This plan, revised every five years, lists concerns of disabled individuals as a priority to be addressed. The plan therefore identifies problems and suggested actions that the Department of Interior must address in program and facility planning.


This document is a comprehensive revision of the 1963 Vocational Rehabilitation Act, removing emphasis from "vocational" rehabilitation and focusing on total rehabilitation of all disabled persons. Several features of this legislation impacting recreation include:

a. **Title II — Research and Training.**

This title continues authorization of funds for training of recreation professionals to work with disabled persons and research in this area.

b. **Title III — Section 304 — Special Projects and Demonstrations.**

This section authorized grants for "Operating programs (including renovation and construction of facilities, where appropriate) to demonstrate methods of making recreational activities fully accessible to handicapped individuals."
c. Title V. Section 502 — Architectural and Transportation Barriers Compliance Board.

The Architectural and Transportation Barriers Compliance Board (ATBCB) was created with "powers" to ensure compliance with Public Law 90-480, "to investigate and examine alternative approaches to . . . barriers confronting handicapped individuals particularly with respect to public buildings and monuments, parks and parklands, etc. . . ."


"No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Each Federal agency has been directed to issue its own Section 504's. The Department of Interior issued proposed regulations for this section in the Federal Register, April 8, 1980. After review of public comments, the final versions of the rules for the Department, its agencies, and recipients of Federal financial assistance administered by the Department will be required to show compliance with the act.

While the Architectural Barriers Act demands physical access in programs and facilities, Section 504 requires barrier free programming for physically disabled persons. Barrier free programming includes making the program available in alternative locations when the site itself cannot be made accessible. It also addresses access to programs as related to people with sensory impairments. Section 504 will have a great impact on the planning of services, benefits, and programs conducted in our parks.


This legislation authorized the planning and implementation of the White House Conference on Handicapped Individuals which was held in May, 1977. Recreation was one of sixteen major areas of concerns addressed. Recommendations for increased Federal funding, better accessibility in parks, monuments and recreation programs, more consumer involvement in planning, program implementation and employment evolved from conference sessions.


This law amends Public Law 90-380, greatly expanding educational opportunities for disabled children. PL 94-142 requires a free, appropriate education for all handicapped children. The major emphasis in the rule is the word "appropriate" and specific guidelines are given for what is considered appropriate education. An individualized education plan is required for each child, which includes evaluation of their present level of educational performance, establishing specific educational goals; a statement of services to be provided to reach these goals and a minimum of an annual evaluation. Recreation as a related service is included in the law. The definition of recreation as it pertains to this rule includes assessment of leisure functioning, therapeutic recreation, recreation in schools and communities, and leisure education. Thus this law begins to promote leisure and recreation as a very significant aspect in the total education of disabled children. Some organizations' operating programs within our parks receive funding from the Department of Education, and must take measures to insure that their programs are accessible to each participant.