

RCDS

Resource Center for Disability Solutions

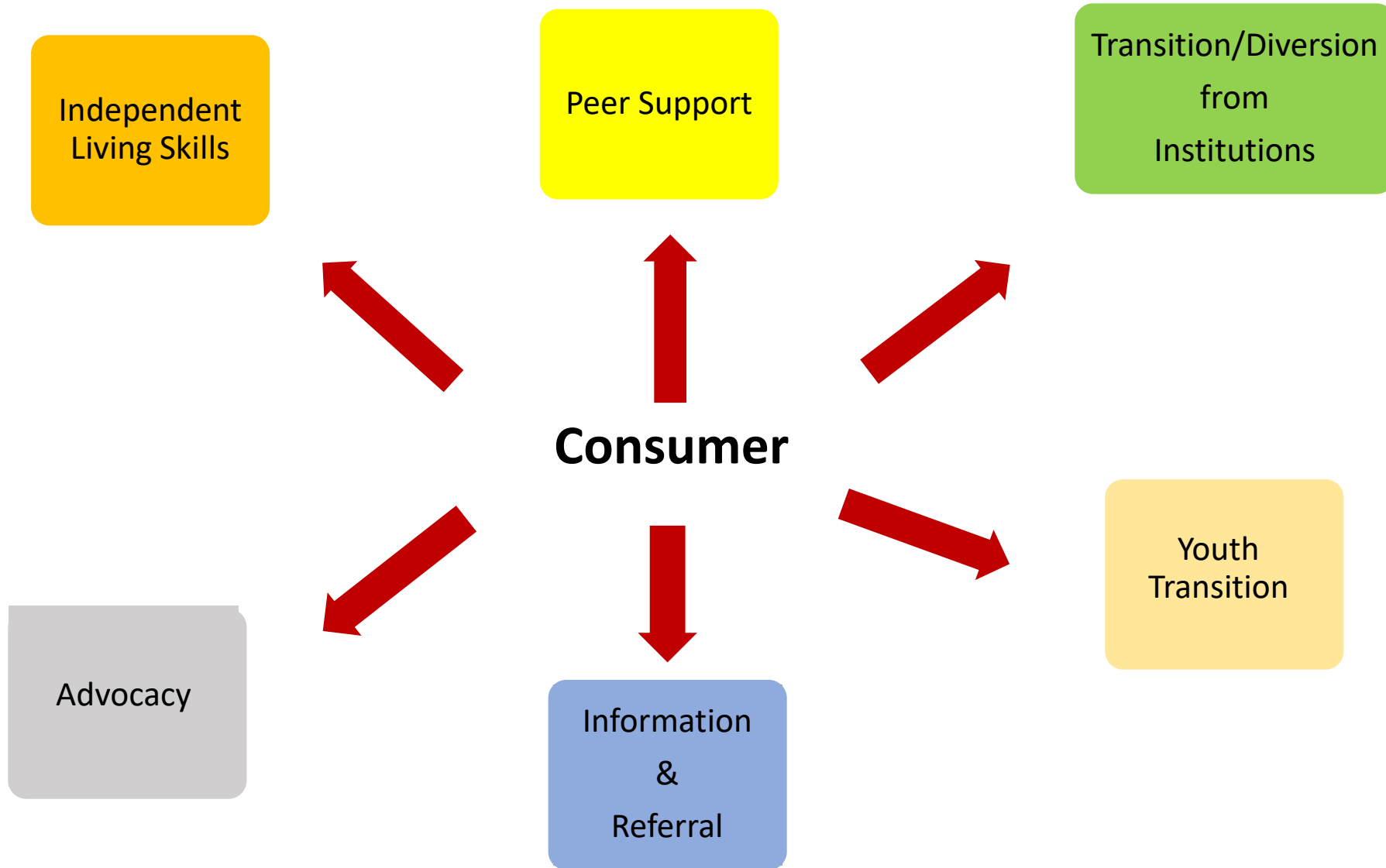


Serving All People With Disabilities

Centers for Independent Living

- Consumer-driven, non-profit organizations
- Mission is to support community living and independence for all people with disabilities
- Based on the belief that all people can live with dignity, make their own choices and participate fully in society.

Core Services



Advocacy

Individual and Systems Change

Individual Advocacy - to take charge, overcome situations, and reduce independence.

Systems Advocacy – to influence policy change affecting to people with disabilities.



Peer Support and Guidance



Empower consumers to:

- Manage and Cope
Independence
- Remove barriers
independence

Social & Recreational Activities



Enhance social skills:

- Support Groups
- Outdoor Activities
- Leisure Activities

Independent Living Skills Training

Training for developing skills to achieve
individual independence



Information & Referrals

RCDS provides information on independent living:

- Support
- Issues
- Referral Assistance
- Knowledge



Transition Services



RCDS provides transition services from institutional settings:

- Durable Medical Equipment
- Assistive Technology
- Transportation
- Referrals

Diversion Efforts

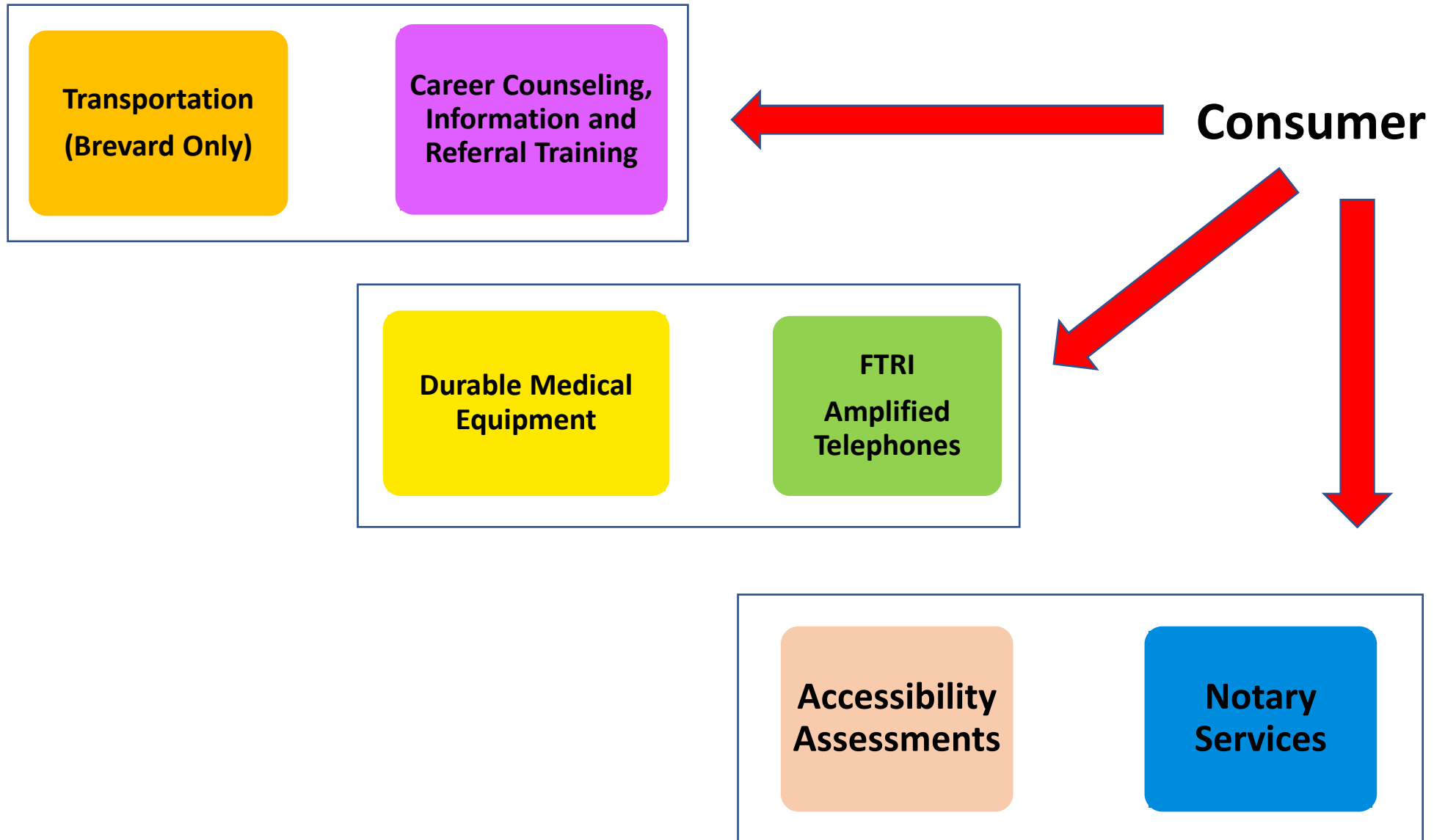
Assisting persons with disabilities to stay in their homes and communities

RCDS diversion services:

- Support and Resources
- Home Modifications
- Transportation



Additional Programs and Services





Florida Centers for Independent Living

<https://www.floridacils.org>

PERSPECTIVE

The following information is taken from:

Emergency Response for People Who Have Access and Functional Needs (2019), St. Petersburg College Center for Public Safety Innovation.

<https://centipede.spcollege.edu/EmergencyResponseAccessFunctionalNeeds/index.html>

Contact:

Chris Littleworth

Instructional Technology Coordinator

Center for Public Safety Innovation

727.998.0410 (CapTel), VP 727.498.2059

littlewood.chris@spcollege.edu

Working with People Who Have Access and Functional Needs

- Access and functional needs include more than disability and sickness.
 - Transportation needs
 - Language differences
 - Cultural differences
 - Age issues, etc.
- People who have access and functional needs can have a high quality of life and often to not see themselves as having something “wrong” with them.

Working with People who have Disabilities

- A person who has a physical or mental impairment that substantially limits one or more major life activities
- People who have disabilities can have a high quality of life and often to not see themselves as having something “wrong” with them.

Working with People Who Have Access and Functional Needs and Disabilities

- People with access and functional needs and/or disabilities are not always easy to identify, and often do not identify themselves as a person who has a disability
- Many people who have access and functional needs and/or disabilities are very self-sufficient

When Meeting People who have Access and Functional Needs

- Don't assume that you need to help, ask and let them tell you if they need assistance
- Talk to them as adults
- Communicate directly to the person and establish eye contact
- Enjoy the conversation and get to know the person.
- Approach people with a disability to shake their hand the same as you would anyone else.

Tips for Working with People Who Have Access and Functional Needs

Avoid separating the individual from their accommodations or assistive technology.

Examples: service animal, cane, walker, wheelchair, motorized scooter, caregiver, hearing aids, glasses, medication, durable medical goods, oxygen tanks, laptop computers, tablet devices, cell phone, talk box.

You don't want to turn an independent person into a dependent person.

True or False

- True or False – A person who has access or functional needs is sick or has something wrong with them.
- True or False – People who have access or functional needs have a poor quality of life.
- True or False – People who have access or functional needs are easily identified.
- True or False – People who have access or functional needs require help with everyday tasks.

Assure Access

- Physical Access
 - Transportation
 - Door access
 - Entry ways, ramps, exits, and adequate space

Assure Access

- Access to information
 - Keep it simple
 - Visual/text
 - Sound/audio
 - Repeat messages
 - Timely and regular updates

Assure Access

- Consideration for medical needs
 - Medicine
 - Supplies
 - Equipment
 - Care and caregivers
 - Duration of stay

Assure Access

- Consideration for medical needs
 - Medicine
 - Supplies
 - Equipment
 - Care and caregivers
 - Duration of stay

On-The-Spot Assessment

- Can the individual walk independently or what assistive devices do they use?
- Can the individual see? Are they blind or with low vision?
- Can the individual hear?
- Can the individual speak and be understood?
- Can the individual understand English?
- Can the individual comprehend? Is there a cognitive disability?
- Does the individual have medical needs?

On-The-Spot Assessment

- Does the individual require specialized equipment or assistive devices?
- Does the individual have a caregiver, friend, or family member who assists them?
- Does the individual require constant care or supervision?
- Does the individual require electricity to maintain specialized equipment or assistive devices or refrigeration to store medications?

Etiquette for Working with Deaf/Hard of Hearing

- Position yourself appropriately – close enough and not too distant. The individual may ask you to reposition for best communication.
- Establish and maintain contact.
- Communicate directly with the person.
- Speak in normal tones and at a normal speed.
- Reduce noise
- Use facial expressions, gestures, and body language when communicating.
- Use written communication if effective.

Etiquette for Working with Blind/Low-Vision

- Announce your presence and if others are with you, introduce them as well.
- Always speak directly to the person, not their escort.
- Do NOT shout. The individual is blind, not deaf.
- Use a calm tone of voice.
- Ask if the person needs help and what type of help.
- Never touch a blind person's cane or service animal. Do not separate them.
- Ask if the person would like you to escort them.

Etiquette for Working with Blind/Low-Vision

- Always walk on the opposite side of the guide dog or cane
- Offer your elbow to the individual if walking. Avoid holding on to the individual.
- Provide a description of the route and surroundings as you walk
- When guiding someone to a seat, place the person's hand on the back of the chair
- Announce your departure
- It is okay to use words like "see," "look," or "blind."

Etiquette for Working with Cognitive/Mental Health

- Have a conversation in which you speak clearly and take the time to get to know the person. Don't talk down to them.
- Keep questions or instructions short and simple
- Use facial expressions and gestures. Point to any objects as you speak about them.
- Use pictures or objects to illustrate your words.
- Demonstrate what you mean.
- Allow the person to complete their sentence or reply.

Etiquette for Working with Cognitive/Mental Health

- Be empathetic toward the person.
- Rephrase or restate if the person does not understand. Sometimes it is only one word that is causing the confusion.
- If the person is delusional, just let him or her know you are there to help.
- Avoid interrupting people who might be disoriented or rambling. Just let them know that you have to go quickly.

Etiquette for Working with Mobility/Dexterity

- Respect personal space. Treat the wheelchair or scooter as an extension of the person.
- Never move a person in a wheelchair or scooter unless you have permission from the person.
- Approach a person in a wheelchair to shake their hand just the same as you would anyone else.
- Sit down to speak at eye level with a person in a wheelchair.

Etiquette for Working with Mobility/Dexterity

- It's okay to say, "Let's go for a walk" to a person in a wheelchair.
- Provide a large pen if papers are to be signed and the person is missing hands or arms. Ask the person how he or she would like to proceed. The person may make their "X" mark.
- Offer to place paperwork or other items where the person can access them as needed.

For additional information contact...



Resource Center for Disability Solutions

Ken Kerstetter

Program Director

Tel: 321-633-6011 ext. 108

kkerstetter@rcdsfl.org

WEBSITE: WWW.RCDSFL.ORG