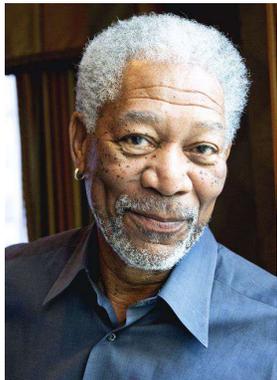


People First Language and Disability Awareness

Yani Trevin Rubio, NMT, MM, MT-BC
Music Therapist

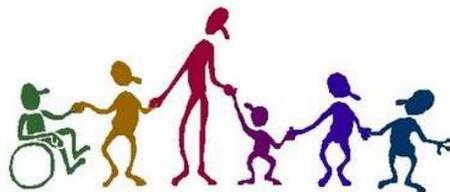


Hidden vs Visible Disability



Person First Language

- Focus on the individual, not their disability
- Use HAS/HAVE instead of IS/ARE
- Refer to people by name when possible
- The disability does NOT define the person
- The words we speak say a lot about how we feel

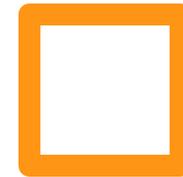


Words & Perceptions:

Handicapped

Vs

Accessible





Americans with Disabilities Act

- **A Person with:**

- A physical or mental impairment.
- A person with a record of having a physical or mental impairment.
- A person who is regarded as having a physical or mental impairment.



that substantially limits one or more major life activities



Categories of Disabilities

Learning Disabilities

Attention Deficit Disorder (ADD), Dyslexia,
Attention Deficit Hyperactivity Disorder (ADHD)



Developmental Disabilities

Cerebral Palsy (CP), Autism Spectrum Disorder (ASD), Spina Bifida, Prader Willi Syndrome, Down Syndrome and other Intellectual Disabilities (formerly Mental Retardation)



Categories of Disabilities

Social-Emotional

Clinical Depression, Bi-Polar Disorder, Conduct Disorder, Obsessive Compulsive Disorder (OCD)

Physical

Paralysis, Spinal Cord Injuries, Multiple Sclerosis (MS), Certain forms of Traumatic Brain Injury (TBI)

Sensory

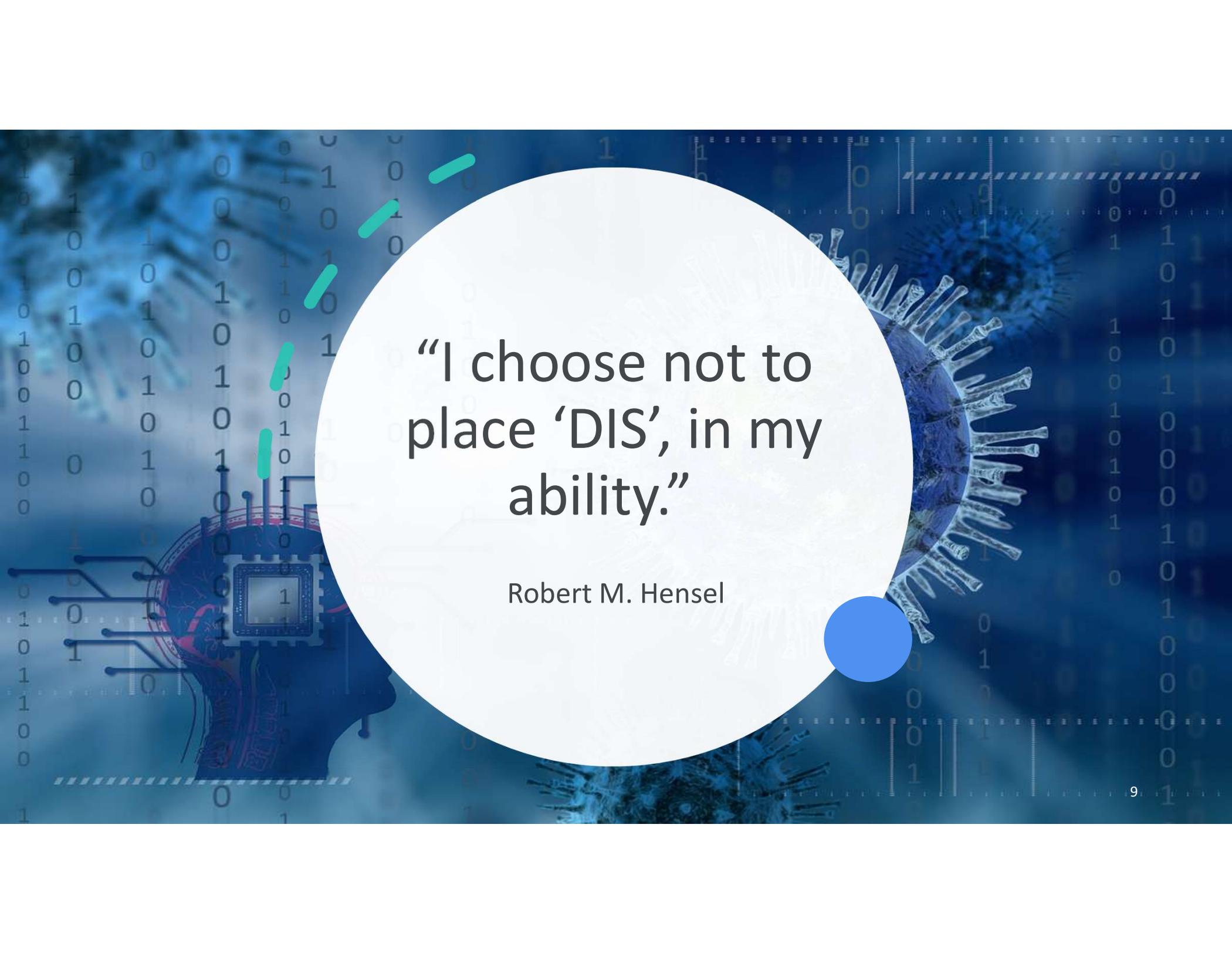
Visual Disabilities (Blindness), Auditory Disabilities (Deafness), Speech Disabilities

A DEVELOPMENTAL DISABILITY

in the State of Florida is characterized as:



- ❖ Something for which there is no cure
- ❖ Something an individual is born with
- ❖ Something that impacts an individual at different stages throughout their development.
- ❖ A ***Developmental Delay*** refers to children who are not meeting their developmental milestones at the expected times.



“I choose not to
place ‘DIS’, in my
ability.”

Robert M. Hensel



Respectful Interactions 1

- 
- ➡ Speak directly to the child, rather than through a companion or sign language interpreter.
 - ➡ Always offer to shake hands when introduced and identify yourself.
 - ➡ Ask a child if he or she would like assistance before actually doing anything.
 - ➡ Treat people as you would like to be treated.
 - ➡ Do not lean against or hang on someone's wheelchair or walker.



Respectful Interactions 2

- 
- 👉 Listen attentively to people who have difficulty speaking. Allow extra time and if you don't understand, ask for a simple clarification: Did you mean X? Did you want Y?
 - 👉 Place yourself at eye level when speaking with a child using a wheelchair, or crutches.
 - 👉 Tap a child who is deaf on the shoulder or wave your hand to get his or her attention.
 - 👉 RELAX; don't be embarrassed if you happen to use common expressions that seem to relate to the child's disability. Use it as a learning opportunity for the next time.

**There is no greater
disability in society,
than the inability to
see a person as more.**



QUOTEHD.COM

Robert M. Hensel

Poet-Writer

Born 1969

“You're not disabled by the disabilities you have, you are able by the abilities you have.”

~Oscar Pistorius

www.ABILITYMagazine.com



Image courtesy of Talk Nerdy To Me