

# Allies for Access



Resource Manual

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# An Ally is....



“One that is associated with another as a helper: a person or group that provides assistance and support in an ongoing effort, activity, or struggle.... often now used specifically of a person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group.” (Webster’s Dictionary)

“Rather than an identity, allyship is a practice that needs ongoing work and focus. [...] operating in solidarity with and advocating for the rights and well-being of people of different races, cultures, sexes, genders, abilities, ages, faiths, and other identities and affiliations.” (Cornell University)

“Allyship means you’re doing the hard work to actively support *people* from marginalized groups—often those with whom you have relationships or who are in your sphere of influence.” (Catalyst)

## Sources:

- Merriam-Webster’s Dictionary: <https://www.merriam-webster.com/dictionary/ally> ;
- Cornell University: <https://accessibility.cornell.edu/diversity-includes-disability/be-an-ally/>
- Catalyst.org: <https://www.catalyst.org/2021/10/14/allyship-advocacy-questions-answered/#:~:text=Allyship%20means%20you're%20doing,%2Dmakers%20and%20decision%2Dmaking.>
- Forum on Workplace Inclusion: <https://forumworkplaceinclusion.org/webinars/from-bystander-to-ally/>

# Terms to Know

**Ableism:** “(a form of) Discrimination. The false idea that disabled people are by default, inferior. When in truth disability is just another way for a mind and/or body to be.”

**Accommodations:** “Reasonable accommodations are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007) (American Psychological Association)

**Advocate:** “Taking action in service of a *cause*, and the people it affects, to influence decision-makers and decision-making (catalyst); one who supports or promotes the interests of a cause or group” (Merriam-Webster)

**Bystander:** “A person who witnesses harm occurring...can either ignore the harm being done or take specific action to minimize, reduce or stop it” (Forum on Workplace Inclusion)

**Bias:** Preference for a specific group

**Microaggression:** Everyday slights that members of marginalized groups experience with individuals who are often unaware that they have engaged in an offensive or demeaning manner

**Universal Design:** “the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of age, size, ability or disability.”

Sources:

- Definition: <https://www.merriam-webster.com/dictionary/advocate>
- Microaggressions: (Derald Wing Sue)
- Accommodations: <https://www.apa.org/pi/disability/dart/toolkit-three> (American Psychological Association)
- Ableism: [https://www.zazzle.com/ableism\\_is\\_button-145378954315829869](https://www.zazzle.com/ableism_is_button-145378954315829869)
- Universal Design: <https://universaldesign.ie/what-is-universal-design/> (National Disability Authority: Centre for Excellence in Universal Design)

# What is a Disability?

According to the Americans with Disabilities Act of 1990 (Amended 2008): The term 'disability' means, with respect to an individual—

- (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment.

*Major Life Activities: seeing, hearing, walking, breathing, learning, reading, concentrating, thinking, communicating, working, etc.*

Source: <https://www.ada.gov/law-and-regs/ada/>

[Americans with Disabilities Act of 1990, As Amended | ADA.gov](https://www.ada.gov/law-and-regs/ada/)

# Models of Disability

## Theoretical Models of Disability

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### Medical Model of Disability

- Person is broken

Disability is an attribute of the person’s body being broken, imperfect, or otherwise not able to function in society

### Solutions

- Treatments or cures
- Change the person’s behavior

### Social Model of Disability

- Society is broken

Disability is not an attribute of an individual, but rather a complex collection of conditions created by the social environment

### Solutions

- Change comes from social action
- Revisions cultural and ideological constructs

Citation: [Disabled World site on theoretical models of disability](#)



Several theoretical models have been developed to define disability. Models are useful since they provide a reference for society as programs, services and laws are developed. Two of the models most frequently references are the Medical Model and Social Model of Disability.

Until the 1960’s and 1970’s, the idea that people with impairments were broken and in need of repair was common. “The starting point for the social model was the publication of The Fundamental Principles of Disability by the Union of the Physically Impaired Against Segregation (UPIAS) in 1976. It stated that: In our view it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society (UPIAS 1976:14).” <sup>1</sup>

Considering disability as a valued facet of one’s identity is the result of the shift from the medical to the social perception of disability.

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<sup>1</sup> Chapter 2 (In ‘Implementing the Social Model of Disability: Theory and Research’ edited by Colin Barnes and Geof Mercer (2004); Leeds: The Disability Press, pp. 18-31).

# Take Action as an Ally...



Cultivate an Open Mindset

Design for Accessibility

Use Proper Etiquette and Language

## Cultivate an Open Mindset

Thoughts from November 2022 survey respondents:

- Respect
  - We are equal and valuable members of society
  - Individual and unique experiences
  - Nobody is “less than” because they do things differently
  - Sensitive and supportive
  - Listening (for needs)
  - Kindness, compassion, humility
  - Don’t assume - Do seek to understand
  - Empathy
  - Acknowledge without “calling out”
- 
- **Don’t assume the person needs help**  
Instead, let them be the judge of what they can or cannot do, but be available if needed.
  - **Don’t assume that you *know how to help***  
Instead, ask what you can do to assist.
  - **Don’t assume that you can determine the individual’s abilities just by looking at them.**  
Instead, ask questions.

## Design for Accessibility

Universal design can apply to learning, physical and digital space, and for events and meetings.

Accommodations are provided when universal design is not possible or not planned, so that barriers are removed and access achieved.

## Universal Design in Physical spaces

### Universal design in physical spaces

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#### Accommodation vs Inclusion



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Universal Design in physical spaces: The design of physical spaces to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. (The Center for Universal Design in Education at the DO-IT Center at the University of Washington; <https://www.washington.edu/doit/programs/center-universal-design-education/postsecondary/universal-design-physical-spaces> )

When considering physical spaces, it is necessary to think about access from the very beginning design stages. The goal should be creating spaces and access to spaces that people with all different abilities and differences can do in the same way.



## Universal Design in Digital Spaces: Websites

- Website design should be accessible for a screen reader and text to speech software, with specific formatting identifying headings, links, text boxes, etc. (Blind, low vision, cognitive)
- No flashing content (epilepsy, ADHD)
- Color contrast (visual disabilities including color blind)
- Images should have alt text descriptions (vision)
- Use sans serif fonts (reading disabilities, low vision)
- Caption videos (hearing)

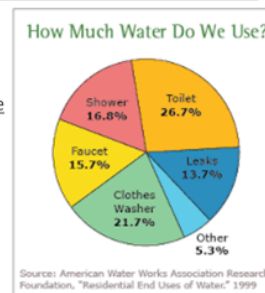
[Video: Screen reader user experiencing accessible and inaccessible website](#)

([https://www.youtube.com/watch?v=XPoHrLOb7w&ab\\_channel=TPGi](https://www.youtube.com/watch?v=XPoHrLOb7w&ab_channel=TPGi))

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## Universal Design in Digital Spaces: Powerpoint

- Don't crowd with text
- Use large font of >18 pt, sans serif
- Use **bold** instead of *italics* or underline
- Use high contrast colors
- Don't use color as the sole means of communicating information such as on graphs
- Prepare the presentation so it is accessible for screen readers



Resource: [How To... | Digital Accessibility at Princeton](#);

<https://accessibility.Princeton.edu/how>

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Universal Design for Digital content refers to the process of designing products, services and environments to be used by people with the widest possible range of abilities, cultural backgrounds and other characteristics. Web Content Accessibility Guideline (WCAG) provides guidelines that should be followed to ensure accessibility of digital content.

## Event Accessibility

### In-person events: What is important for access?

- Can a participant **navigate to the space without encountering stairs** or even a small lip at the entrance or door?
- Is there enough **space between tables** in the room for a wheel chair to move or the person in the wheel chair to be seated?
- Will **food** be served on a table with all offerings **within reach** of someone using a wheel chair or with limited reach ability?
- Have you asked the food caterer to provide signs for each food dish with **listed allergens**?
- Do you know where **accessible restrooms are located** if not closest to the room? **Signage** may be needed.
- Do you have a plan for anyone who may speak to be able to use a **microphone** so someone who is hard of hearing will be able to hear – they may not be able to hear someone who says they “talk loudly”?
- Do you have a plan for arranging and paying for **sign language interpreters** or **CART (real time captioning)** providers? These accommodations are costly and also require a longer lead time currently since the digital environment is tapping into these resources frequently.

### Digital Events: What is important for access?

- Most common requests will be for **real time captioning or captioning of a recording**. Captioning is essentially a transcript of what is being said and this can be provided during the event or after the event when it is recorded. Individuals who are deaf, hard of hearing may require this as an accommodation, but as you have probably experienced, can be beneficial to many people.
- **Sign language interpreting** may need to be provided for someone who is deaf and can be arranged even in the digital setting.
- Since Zoom is a common platform for digital events, there are many recommendations to make these sessions more accessible for people with disabilities but also for attendees in general. One example is **not assuming someone can raise their hand** and viewed on screen; instead, ask people to respond in the chat or enable the “raise hand” feature that can be clicked.

# #1 Thing you can do to Make your Event Accessible:

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## **ACCESSIBILITY STATEMENT ON ADVERTISING**

To request accommodations for a disability, please contact \_\_\_\_\_ [at least one week prior to the event].

**OR**

For more information or to request accommodations for a disability, please contact \_\_\_\_\_ [at least one week prior to the event].

**OR**

Email \_\_\_\_\_ for more information or to request accommodations.



The accessibility statement used can be customized for the purpose but should be placed on all printed and digital advertising such as posters and social media. In addition, if the event has a registration form, the statement should also be placed there so the information is available to someone who may have missed it when viewing the advertisement.

Event accommodation needs per disability type:

## Event or meeting access for Visual disabilities



Challenges	May Need
<ul style="list-style-type: none"><li>• Seeing the materials or the screen</li><li>• Color-blindness</li><li>• Method of participating</li></ul>	<ul style="list-style-type: none"><li>• Description of slides</li><li>• High contrast</li><li>• Materials that do not rely on color alone to convey meaning</li><li>• Materials in accessible format in advance</li><li>• Appropriate space for service dog</li><li>• Screen reader or magnifier</li><li>• Using Chat to participate</li></ul>

## Medical / mobility disabilities



Challenges	Needs / Expectations
Access to and within physical space	Barrier-free entry, including elevator
Dietary needs	Appropriate room set up
Access to food and drinks	Access to presentation area
Use of mouse	Accessible restroom nearby
Length of time working on computer or viewing screen	Identifying food allergens and placement of food
	Rest breaks
	Use of dictation software

## Hearing disabilities



Challenges	May Need
<ul style="list-style-type: none"> <li>• Hearing speaker or other participants</li> <li>• Hearing audio within videos</li> <li>• Method of participating</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker to use microphone</li> <li>• Sign language interpretation (ASL)</li> <li>• Assistive listening device</li> <li>• Captioned recording for viewing later</li> <li>• Automated live captions</li> <li>• Remote real-time captioning (CART)</li> <li>• Using Chat to participate</li> </ul>

## Psychological disabilities



Challenges	May Need
<ul style="list-style-type: none"> <li>• Privacy concerns</li> <li>• Voluntary, rather than required, participation</li> <li>• Preference for no recording or video of self</li> <li>• Preference for not speaking online</li> <li>• Lengthy sessions in front of screen</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to participate at will, or anonymously</li> <li>• Flexibility for not displaying self without being judged</li> <li>• Not be identifiable if session is recorded</li> <li>• Using Chat instead of speaking</li> </ul>

## Neurological disabilities



Challenges	May Need
<p>Affected by lighting, sound, screens:</p> <ul style="list-style-type: none"> <li>• Brightness</li> <li>• Sound level</li> <li>• Animations</li> <li>• Flashing/movement</li> <li>• Digital backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Softer lighting, own glasses</li> <li>• Rest breaks</li> <li>• No flashing elements</li> <li>• To use screen settings</li> <li>• To use audio controls</li> <li>• Other participants to use natural background</li> </ul>

NOTE: Sensitivities have been on the rise with remote work and learning

### Planning for Event or Meeting Accessibility: Getting Ready

- **Budget** – Have you included funds for CART (real time captioning), American Sign Language interpreting, human captioning for recordings or videos if needed?
- **Advertising** – Have you included a statement providing contact information to request accommodations?
- **Presentation materials** – Have you prepared them in advance in a format accessible for a screen reader, with ability to magnify, not conveying meaning solely with color?
- **Location** – If in-person, is the entrance to the building barrier free? Have you planned the seating/table set-up with wide aisles for wheel chairs and service dogs?
- **In-person location** - Have you planned the seating/table set-up with wide aisles for wheelchairs and service dogs? Do you have a microphone for the presenter as well as audience participants?
- **Event schedule** – Have you consider the event length, planning for short and long breaks, how people will participate?
- **Food** – Are you planning a range of food to meet common dietary needs (gluten free, sugar free), labeling food allergens and placing a sampling of all foods within reach?
- **Accommodations** – What accommodations should be automatically planned, and which should be provided upon request?

## Academic Access

### Academic Access

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The Office of Disability Services (ODS) receives request for accommodations, reviews supporting documentation and approves reasonable accommodations.

Reasonable accommodations do not compromise essential components of a course. ODS works with faculty to determine an alternate accommodation if an approved accommodation is determined to impact a fundamental element of the course.

Faculty/Staff implement testing accommodations such as extended time, reduced distraction testing environment, rest breaks. They may also provide materials in large print or other specialized classroom accommodations.

ODS arranges and implements accommodations such as ASL, CART, notetakers, lab assistants, scribes, readers, accessible course materials, braille, tactile graphics.

If you are tasked with implementing approved accommodations, ODS is always available to provide guidance.

## Use Proper Etiquette and Language

### Mobility - Do's and Don'ts

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Provide assistance only after asking to do so in the way the individual explains	Don't lean on or touch a person's wheelchair; it's an extension of personal space
Talk to a person in a wheelchair at eye level	Don't make assumptions about what a person can or cannot do
Place buffet foods within easy reach	Don't move assistive equipment from where a person places it
Understand emergency evacuation procedures to properly direct someone using a wheelchair	Don't lift, transfer or carry a person who uses a wheelchair; either you or they could get injured

### Deafness - Do's and Don'ts

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Face the person, make eye contact and speak directly to person—not the sign language interpreter	Don't shout, but speak clearly; shouting will just distort your words
Rephrase, rather than repeat, sentences that the person does not understand	Don't make decisions for a Deaf person; include them in the conversation
Use texting on a cell phone if no other means of communicating is available	Don't pretend to understand someone with a speech impairment; ask the person to repeat or write it down
	Don't make assumptions about what the person can do; always ask



## Visual Impairments - Do's and Don'ts

<p>When approaching, identify yourself and others with you verbally; close the conversation in a way that indicates you are leaving</p> <p>Walk on the opposite side of a cane or guide dog</p> <p>Give specific directions indicating distance or direction: "the exit is 6 feet ahead on the right"</p>	<p>Don't grab the person to guide them; offer your elbow for them to hold</p> <p>Don't pet a service dog; when in harness, the dog is working</p> <p>Don't yell, "look out!"—be specific about what the danger is and where</p> <p>Don't make assumptions about what the person can do; always ask</p>
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## Etiquette for Language and Identity

### People-first Language



### Identity-first Language



Both People-First Language (emphasizes the person, not the disability) and Identity-First Language (placing the disability as an adjective or descriptor before the "person") are used today. In order to determine which to use, you need to get to know the person and understand their preference.

# Legal Resources

Americans with Disabilities Act: <https://www.ada.gov>

Section 504: <https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

Section 508: <https://www.fcc.gov/general/section-508-rehabilitation-act>

New Jersey Law Against Discrimination: [https://www.nj.gov/lps/dcr/downloads/fact\\_LAD.pdf](https://www.nj.gov/lps/dcr/downloads/fact_LAD.pdf)

A Guide to Disability Rights law: [https://www.nj.gov/lps/dcr/downloads/fact\\_LAD.pdf](https://www.nj.gov/lps/dcr/downloads/fact_LAD.pdf)

# Disability and Accessibility Resources

- Overview of Universal Design: <https://universaldesign.ie/What-is-Universal-Design/Definition-and-Overview/>
- Overview of the WCAG: <https://www.w3.org/WAI/standards-guidelines/wcag/>
- Overview of Universal Design for Learning: <https://udlguidelines.cast.org/>
- World Health Organization on the topic of disability: [https://www.who.int/health-topics/disability#tab=tab\\_1](https://www.who.int/health-topics/disability#tab=tab_1)
- Disabled World review of models of disability: <https://www.disabled-world.com/definitions/disability-models.php>
- Implicit Bias test: <https://implicit.harvard.edu/implicit/takeatest.html>
- Zoom best practices: [mcgraw.princeton.edu](https://mcgraw.princeton.edu)
- Princeton digital accessibility guidance: [accessibility.princeton.edu](https://accessibility.princeton.edu)
- United Spinal Association Disability Etiquette: <https://unitedspinal.org/disability-etiquette/>
- Stella Young Ted Talk: I'm not your inspiration, thank you very much: <https://www.youtube.com/watch?v=8K9Gg164Bsw>
- Top 5 mistakes when dealing with disabled people (video): [https://www.youtube.com/watch?v=HXEEh6UteEo&ab\\_channel=SkillBoosters](https://www.youtube.com/watch?v=HXEEh6UteEo&ab_channel=SkillBoosters)
- Disability Sensitivity Training: [https://www.youtube.com/watch?v=Gv1aDEFIXq8&ab\\_channel=dcgovernment](https://www.youtube.com/watch?v=Gv1aDEFIXq8&ab_channel=dcgovernment)

# Princeton University Resources to support accessibility

## Staff Resources:

- Liz Erickson for in-person event access or if an accommodation request is made, ODS can talk through what that request entails, how you can implement the accommodation, and give you resources for doing so: [eerickso@princeton.edu](mailto:eerickso@princeton.edu).
- Mary Albert for digital event access: [marya@princeton.edu](mailto:marya@princeton.edu)
- Michael Barnes for physical accessibility: [mb4739@princeton.edu](mailto:mb4739@princeton.edu)
- Mona Fixdal for accessibility in the learning space: [mfixdal@princeton.edu](mailto:mfixdal@princeton.edu)
- Peter Bae for electronic documents: [sbae@princeton.edu](mailto:sbae@princeton.edu)
- David Hopkins for captioning of recorded videos: [dhopkins@princeton.edu](mailto:dhopkins@princeton.edu)
- AV Services/Instructional Design for AV or audio needs in spaces: <https://iss.princeton.edu>

## Online informational resources:

- For information about digital accessibility including captioning: <https://accessibility.princeton.edu/>
- For Zoom best practices: <https://mcgraw.princeton.edu/using-zoom>
- University Video Accessibility Guidelines including captioning information, website accessibility consultation: <https://accessibility.princeton.edu/policy/video>
- Accessibility map of campus (showing accessible routes, accessible entrances to buildings, level of access for the building): [Q:\1912.007\2022-Fall\\_Accessibility\\_Map\\_Princeton\\_Draft\\_-\\_v3\\_16x16\\_Final\\_\(1\)](Q:\1912.007\2022-Fall_Accessibility_Map_Princeton_Draft_-_v3_16x16_Final_(1))
- Accessible Transportation (Tiger Access Shuttle and Tiger Transit buses): <https://transportation.princeton.edu/campus-accessibility/accessible-transit-services>