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简介



宗教信仰相关活动方案

我们支持：

发育障碍人士：希望和其他人一样拥有满足精神需求、享受团体活动以及发展人际关系的机会；

家长：为子女寻找能够接纳他/她们的宗教团体；

教众：寻找在其宗教团体中接纳发育障碍人士的“有效方法”；

州立机构和志愿机构：以最好的方式为发育障碍人士参加宗教团体提供持续支持并创造各种机遇。

我们的目标

- ❖ 为发育障碍人士创造可实现其个人精神目标的机会
- ❖ 通过教育和沟通，推动宗教团体与发育障碍人士建立有意义的关系。
- ❖ 营建自然支持系统：有意愿参加礼拜仪式（及其他宗教团体活动）的发育障碍人士及其家人和朋友
- ❖ 帮助发育障碍人士与宗教团体及教友建立长久稳固的关系





关于《精神诉求特征表现识别指南》

“灵性：通往自我发现之路”

灵性的探索之路牵涉一个人存在的方方面面（家人、朋友、团体、服务和宗教），本指南旨在帮助医疗补助服务协调员 (MSC)、积极治疗协调员 (ATC)、合格的智障治疗专业人士 (QIDP) 以及其他有意为发育障碍人士提供帮助的人士，发掘有益于发育障碍人士精神健康的重要价值观和兴趣。

本指南与协调员使用的其他评估工具不同，其精神诉求特征表现识别工具的目标是，帮助协调员和发育障碍人士确定性地探究发育障碍人士的精神根源、精神兴趣并深入了解其精神需求。

这一探究过程的预期结果是，协调员能够更好地洞察发育障碍人士的渴望和需求，通过以人为本的精神诉求选择计划，为其提供相应的机会、途径与支持。



宗教团体融入行动背景资料

现状	愿景
残障人士与普通人相比，会去参加宗教活动的概率明显偏低（前者为 50%，后者为 57%） ¹	发育障碍人士可以参加自己选择的宗教团体，生活质量因此获得极大改善
某些残障人士从未获得过探索灵性的机会	残障人士有机会公开表达自己参与宗教活动的意愿
某些教会愿意接纳残障人士	所有教会都欢迎残障人士参加活动并成为团体当中的重要成员
残障人士不得不绞尽脑汁来应付日常生活中的困境	教会激发出残障人士的无限创造力，帮助其解决前进道路上的种种障碍
缺乏团体活动通常是残障人士产生挫败感的根源之一，并导致越来越多的安全和健康后果	教会的接纳能够促进人与人之间的自然交往，增加信仰的感召力和团体的归属感

摘自 DDPC/OPWDD 精神寄托项目/2007

¹ N.O.D. 哈里斯 2010 年调查

五大重要体验

“这五大重要体验可以作为一种评价框架，供我们评估未来的理想状态。在生活中创造各种机会以丰富这五大重要体验，显然成为个人未来计划的预期结果。”
O'Brien, J & Lyle, C.) (n.d.).

同室共处： 在相同的时间，以同样的方式，
在一般性的团体生活场所
与他人同室共处

归属感： 与残障人士和
非残障人士
发展多样化的广泛关系

成为重要人物： 受到他人尊重，
成为别人眼中的重要人物，
在生活中发挥积极作用

有所选择： 做出关于生活方方面面的
大小选择

有所贡献： 为团体中的其他人
贡献并分享自己的才能、激情、兴趣、
观念和观点

Lyle O'Brien, C & Mount, B. (2005).五大价值体验。
Edinburgh Development Group.2012年11月5日，
摘自 [http://www.edg-sco.org/files/Five Valued Experiences.pdf](http://www.edg-sco.org/files/Five_Valued_Experiences.pdf)。



拥有信仰 (关于信仰、包容与社区融合的故事)

Ulster-Greene ARC 曾委托有关方面制作一部短片，主要讲述残障人士参加教会礼拜仪式和事工服务的故事。

上述短片由来自（纽约州卡茨基尔）卡茨基尔中心学区和卡茨基尔高中的学生和管理人员共同制作完成。

上述短片项目由 OPWDD 宗教信仰相关活动方案向纽约州发育障碍人士事务规划委员会申请拨款，内容主要围绕金士顿和卡茨基尔地区的发育障碍人士，讲述其如何通过融入社区（尤其是教会活动）重获新生的故事。

本短片观看地址：<http://www.youtube.com/embed/f4-vXy5SUts>。



模块 1: 灵性的定义

如何定义灵性和宗教信仰？

灵性和宗教信仰通常被等同看待。这是一种狭隘的观点且具有误导性，不利于我们正确理解和接受人们不同的灵性。灵性常被看做是比宗教信仰更广义的概念。宗教信仰是人们探索和表达灵性的一种方式，而灵性则可以表现在人们生活的多个不同方面。

何为灵性？

灵性是指：“一个人身上所具备的能量、力量和希望。它深藏于内心，指引前行的方向，并给人前进的动力。帮助我们渡过难关，学会坚强，克服困难。”

何为宗教信仰？

宗教信仰是指：“一些人表达精神诉求的途径之一。教义、礼拜、准则（或伦理）和团体是宗教信仰的四大要素。”

灵性对不同的人而言意义也不同。人们可能会将灵性阐释为：

- ❖ 他们的宗教或信仰
- ❖ 赋予生活意义和方向，有时称作“旅程”
- ❖ 一种理解世界及个人在世界中所处位置的方式
- ❖ 一种认为有更高层次的存在或力量大于任何个人的信念
- ❖ 自我身分和人类本性的关键部分
- ❖ 一种归属感或存在感
- ❖ 对完整、希望或和谐的追求
- ❖ 一种认为生命意义超越物质的观念

（精神健康：2001 布拉德福德原则与实务）



宗教信仰选择方面的相关支持

- ❖ 发育障碍人士与其他任何人一样，都有表达宗教或精神诉求的能力。
- ❖ 发育障碍人士有其偏好的宗教派别和宗教活动参与方式。
- ❖ 发育障碍人士有权选择自己愿意从事的宗教活动。
- ❖ 根据《美国宪法第一修正案和人权法案》，发育障碍人士有权表达自己的宗教和精神诉求。
- ❖ 为确保政府不干预民众的宗教信仰或宗教活动，我们一贯奉行政教分离原则。其实这个原则还有一大作用，就是确保民众的宗教信仰不会影响政府决策。此举的目的是防止偏见。
- ❖ 政府部门提供的公共项目和服务有责任保护每一个人的自由，并且坚决禁止强迫任何人信仰宗教。
- ❖ 然而，政教分离原则有时也会导致宗教活动选择方案的缺失，使得自由选择权根本无从谈起，这与《第一修正案》的精神相悖。
- ❖ 只要保证不出现强迫入教的情况，并且不偏袒任何一个宗教派别，就应允许公共项目/服务中涉及宗教活动。
- ❖ 让发育障碍人士加入教会可谓一举三得的理想方案，既能支持个人精神表达的权利主张，又可满足其精神需求，同时还有助于增强宗教团体的包容性。

改编自《保卫宗教自由：看护者之责》，作者 Thomas B. Hoeksema 博士，凯尔文学院，1994年4月

优化个人成效



- ❖ 积极了解发育障碍人士的灵性及其表达方式。不要简单地问“您信什么教”，而是要弄清楚他们信仰的教派以及参加宗教活动的方式。
- ❖ 帮助有意愿探索灵性、而又尚未信仰任何宗教的发育障碍人士了解所在社区都有哪些不同的宗教选择。其实社会上有许多宗教团体可供选择，但是很多人因为通常过着与社会隔绝的生活，而并未意识到这一点。
- ❖ 确保他们成为教会成员，并将其姓名和照片添加到名录中。
- ❖ 帮助他们通过参与定期服务或是面向特殊活动的志愿工作，而融入教会生活。
- ❖ 帮助他们在资金上为其宗教团体尽一份力。
- ❖ 期望教会及其领袖自然而然地接纳残障人士，而不是做出任何特别或慈善性的安排。
- ❖ 帮助他们了解特定教会的仪式、日常活动和对教友的期望，以便其自如应对不同的环境。
- ❖ 如果没有成功加入某个教会，则尝试另外一个。教会与其他协会组织等类似，有的开放包容，有的则较封闭保守。



- ❖ 尊重他们在家中进行精神仪式或遵守教规的需求和/或渴望。
- ❖ 如果有人选择不信仰任何宗教，请尊重他们的决定。
- ❖ 要求工作人员尊重其所支持的发育障碍人士的精神需求和表达。宗教信仰一直都是有争议的话题，发育障碍人士应可自由选择所向往的精神之旅。

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410.583.0060 www.c-q-l.org



模块 2: 探索个人的灵性

寻找有意愿探索灵性的特征表现

每个人都有独特的精神信仰。它们体现着一个人的存在和进步历程。这可以是对人生意义（自我意识或与世界完整统一）的追求之旅。也可以是对某种目的（朝向自我完善或以自我为中心）的追求之旅。通常，精神之旅就是探索那些影响我们存在的事情：喜悦和悲伤、平静和焦躁、幸福和忧愁以及痛苦和健康。



一个人的精神兴趣可通过以下方式表现：

<ul style="list-style-type: none"> ❖ 观看某些类型的电视节目（即宗教、体育、电影） ❖ 听某些类型的音乐（即基督教音乐、流行、乡村、R&B、拉丁/萨尔萨） ❖ 庆祝宗教和/或世俗节假日 ❖ 独自度过安静时光 ❖ 私下祈祷 ❖ 饮食习惯 	<ul style="list-style-type: none"> ❖ 志愿工作 ❖ 喜欢的事物/个人物件 ❖ 跳舞 ❖ 阅读某些类型的书籍（即宗教圣书、漫画、小说） ❖ 社区活动 ❖ 运动 ❖ 电影 ❖ 娱乐 ❖ 兴趣爱好
---	--



并不是所有人都可以清晰表述他们在精神和信仰层面的兴趣、偏好和价值观。但这并不意味着他们没有这些诉求。**沉默不应被自动定义为不感兴趣**。当一个人有严重的沟通障碍或很少有机会探索生活的这个领域时，寻找其他可以体现他/她价值观念的特征就显得非常重要。您可能会发现，一个人看起来很享受某类活动，或者当提到某类活动、人物或事件时，他/她的表情就会发生变化。

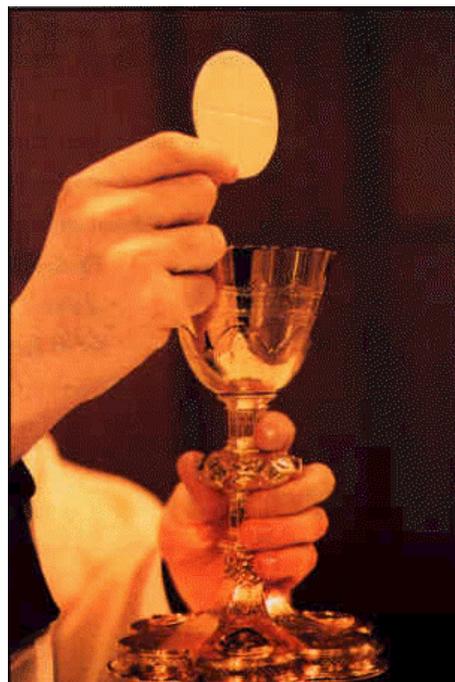
下面几页列出了一些象征标志和/或图片，可用于判定精神兴趣的特征表现。图片后面的几页内容是在探索个人精神、宗教和/或信仰兴趣中需要注意的几个重要指导原则。一次展示一张图片。观察他们的行为或表情变化。必要时记下观察笔记。

天主教特征表现

辅祭



圣餐



十字架



点燃祈祷蜡烛



犹太教特征表现

大卫之星



灯台



圆顶小帽
和
祈祷披巾



约柜
和
卷轴

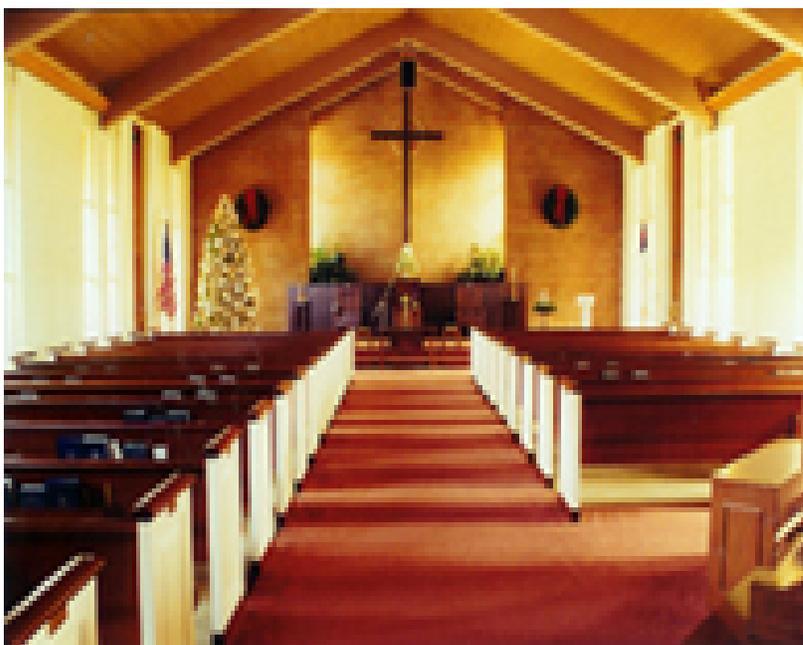


新教特征表现

祭坛



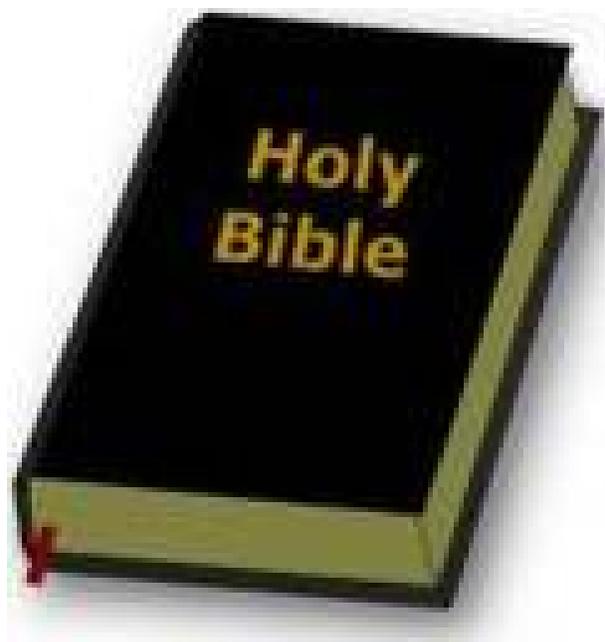
教堂神殿



圣餐杯



圣经



伊斯兰教特征表现

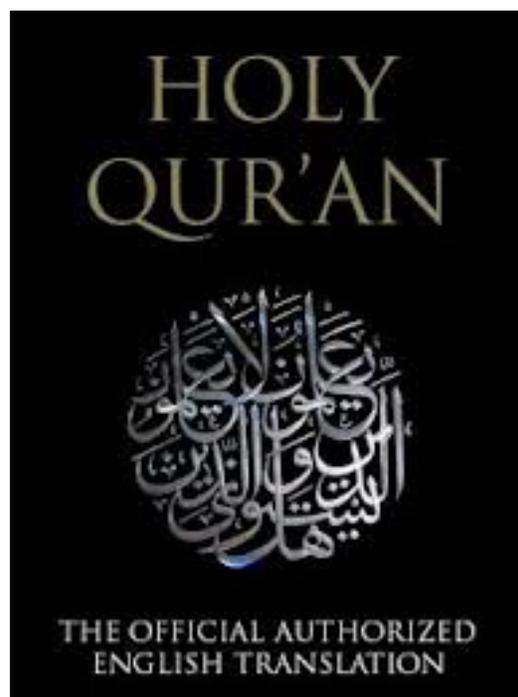
穆斯林教堂



穆斯林兄弟



古兰经



拜毯



教会融入活动

参加唱诗班



祈祷



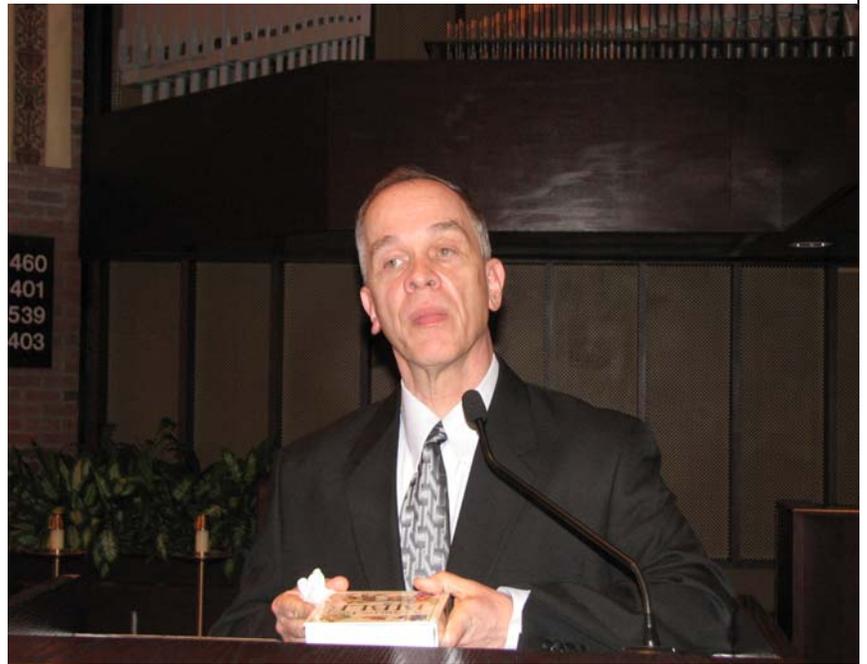
做礼拜



教会朋友 上门拜访



做礼拜时 宣读经文



庆祝光明节



参加教堂活动



家中私下祈祷



社会/社区融入行动

结婚



巡游



拜访社区邻居



结识新朋友



观看剧院表演



观看比赛



购物



工作



志愿工作



自我维权 课程结业 (SANYS 大学)



休闲活动

绘画



表演



在音乐会上演奏



在家阅读



冬令营



夏季划船



园艺



亲近大自然



享受野餐



陶醉于舞蹈



休闲运动

棒球



保龄球



冰球



国际象棋



滑雪橇



滑雪



钓鱼



游泳



徒步旅行



攀岩





模块 3：宗教团体和 其他社会交际



分享生活点滴和经历
交朋友
分享兴趣和人际关系
一同旅行
到访各地
分享亲朋好友的生活点滴

每个当地的社区邻里都有专门的个人、组织和机构可为社区成员提供咨询、信息和支持服务。许多宗教组织可为其服务社区和成员提供各种自然支持。

发展宗教团体融入方面的自然支持

教堂可为推动社区民众精神发展提供自然支持。“自然支持”一词是指隶属于社区环境、可发挥支持作用的资源。发育障碍人士拥有天份和才能，但是常常没有机会分享。当给予他们展现的机会时，他们的自信心将得以增强，结交更多好朋友，并通过参加宗教团体而获得更大的归属感。

** “我所在的教堂非常热情包容。这里的环境氛围温馨，教友都犹如朋友和家人，让我觉得可以依靠。他们从未对我投以异样的眼光。他们倾听我说话。愿意跟我聊天。我还在教堂里结识了一位好朋友。我们会互相发电子邮件。” (Kelly Barnes)*

*Carter, Erik W. “让残障人士融入宗教团体：服务提供者、家庭与教会指南”，2007年



当在宗教团体中寻找自然支持时，需要考虑发育障碍人士想要实现价值并成为积极一员的目标，这非常重要。此外，宗教团体也很可能会欢迎、支持发育障碍人士，并利用其天份和才能帮助他们成为有价值的一员。

当寻找机会以便在礼拜堂鼓励自然支持时，请考虑以下问题：

- ❖ 教堂是否希望获得残障相关的认知和教育机会？
- ❖ 教会是否提供发展人际关系的机会？
- ❖ 他们是否提供导师计划或支持小组？
- ❖ 设有哪些互利互惠且对各方都具有意义的活动/外展部门（即，能够发挥发育障碍人士的才能、天份和兴趣）？
- ❖ 教会是否提供休闲和社交类的活动？
- ❖ 教会是否已有一份愿意提供交通服务和其他相关社交活动的“乘车/分享”教友名单？
- ❖ 礼拜堂或任何教友是否拥有可接送肢体残障人士的厢式货车（配备升降装置）？

创造机遇帮助发育障碍人士融入自然支持系统的方法:

- ❖ 通过与发育障碍人士、其家庭以及自我倡导者协作，为宗教团体提供教育和倾听论坛
- ❖ 帮助已处于发育障碍人士生活圈的人士（包括当前熟人、朋友或志愿者）发展“支持圈”
- ❖ 寻找能帮助人们“认识”发育障碍人士的方法，例如见面和问候机会、共进晚餐或游戏之夜等等。
- ❖ 组织或利用社区网络
- ❖ 思考能够培养相互关系的途径，例如可提供沟通桥梁并帮助结识新朋友的活动（即参加筹款宣传、体育运动、委员会，或成为“常客”），以加深彼此的感情。

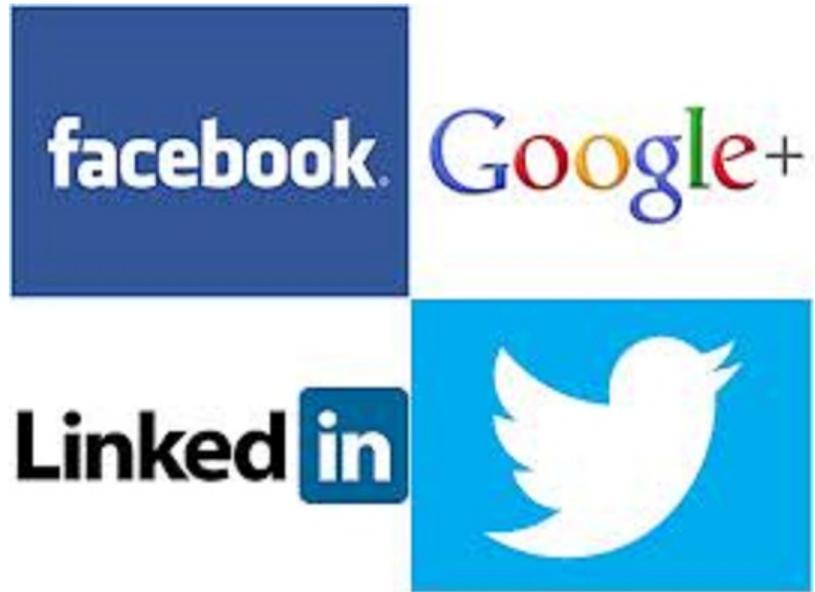


互联网社交网络的作用不容小觑，它能够在虚拟社区扩展自然支持的范围。互联网通讯具有许多好处，对于与人隔绝的发育障碍人士而言尤为如此，因为这也是一种沟通方式。社交网络能够创造大量机遇，帮助建立并维持社区人际关系。

社交网络不能替代实际的人际接触，但它也是一种与发育障碍人士联系的途径，可作为建立人际关系的第一步。这些网络类型可提供 24 小时的通讯访问支持，社交网站使人们可以更轻松地相识、协调事务、拓展人际关系、并增加社区参与性。通过这些联系方式，发育障碍人士和教会可以增进与社区资源的交流，为发育障碍人士提供更多融入机会。

请查看接下来几页的图片，根据发育障碍人士的兴趣倾向，确定当前和未来的社交网络交际机会。

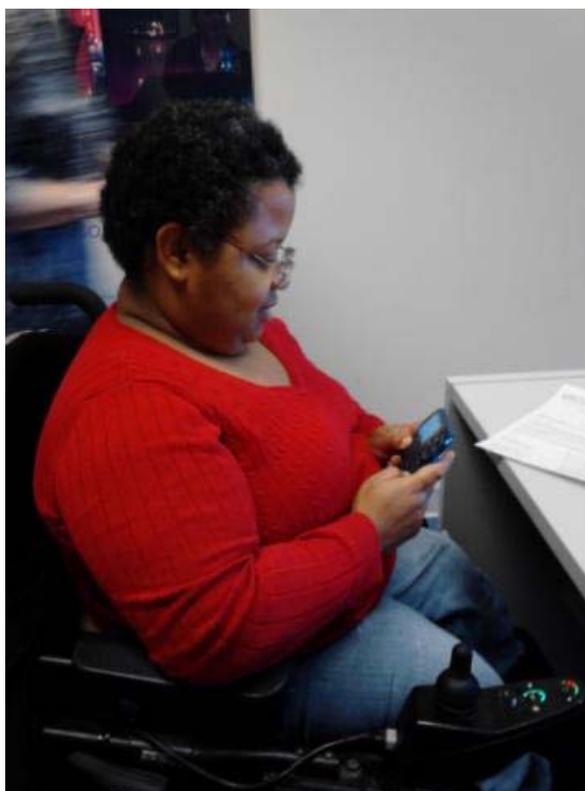
社交网站



阅读电子邮件



给朋友发信息



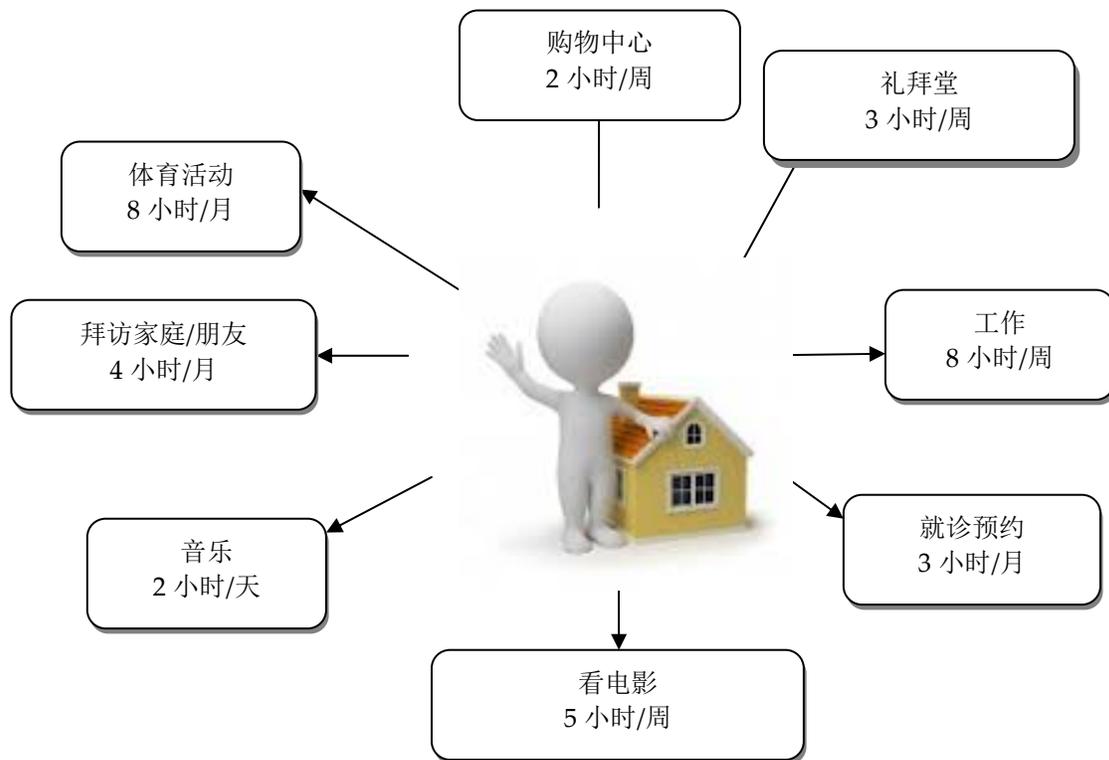
玩 Facebook



社区关系地图 “建立人际关系的方式”

社区关系地图可帮助确定一个人喜欢用哪种方式打发时间。通过收集与个人到访场所、停留时间以及到访频率相关的信息，我们可以了解他们获得最正面或最负面体验的场所分别是哪里。

请参考下面的社区地图示例。首先，填写下页的选择地图。然后利用 53 页的空白社区地图帮助发育障碍人士确定自身的社区人际关系。您可以使用上页图片中描述的观点，或者请发育障碍人士给出一些自己的想法。通过此信息，我们可以帮助发育障碍人士创建资源，使其拥有更好的机会，得以建立或增进社区人际关系，从而进一步融入社区。





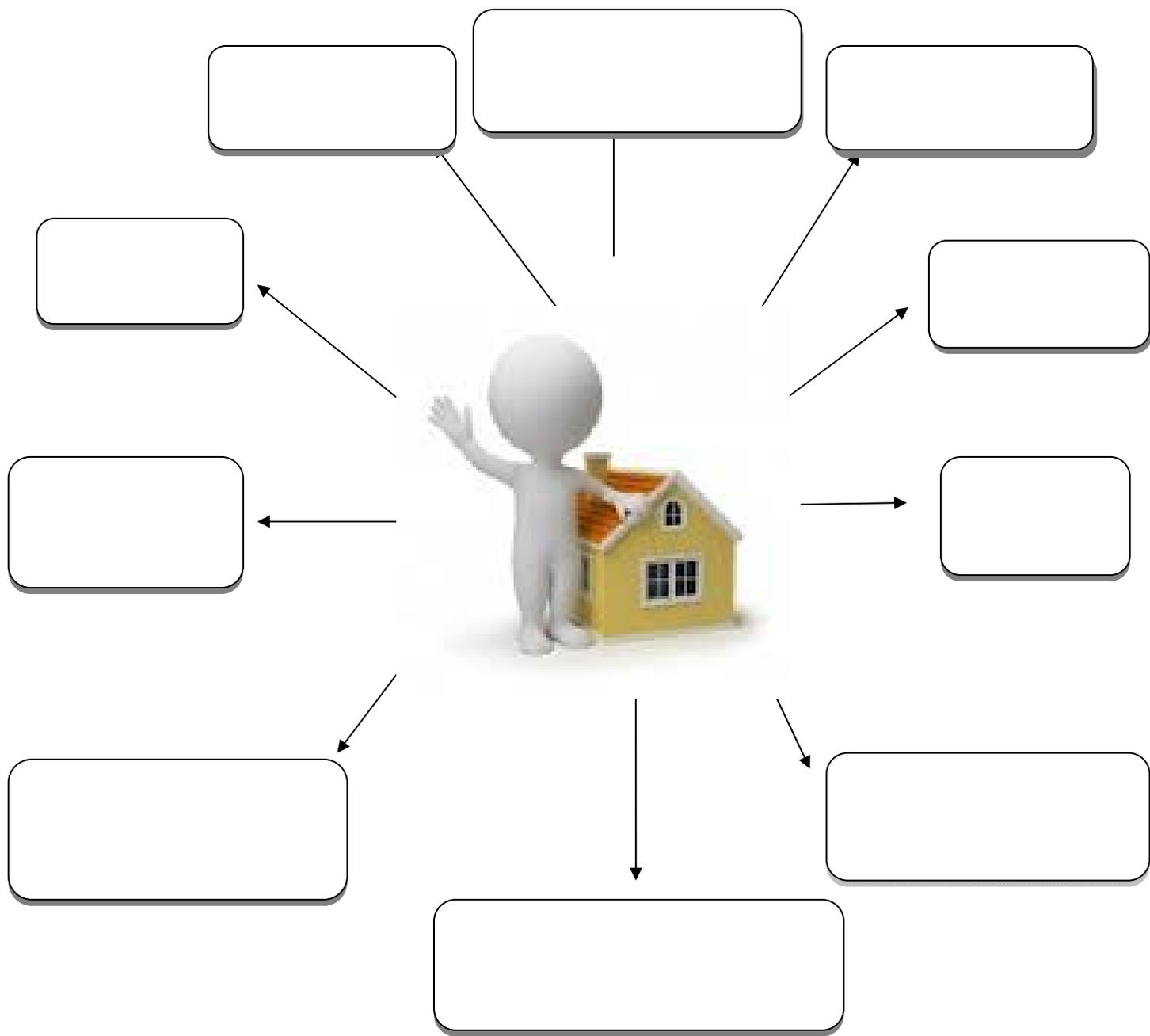
选择地图

(注明个人在每一生活方面所做的选择)

希望单独完成

希望与他人一同完成
(询问他们喜欢/愿意与谁一同完成)

<p style="text-align: center;">日常活动</p> <ul style="list-style-type: none"> ❖ 看病 ❖ 银行 ❖ 邮局 ❖ 工作 ❖ 购买生活必需品 		
<p style="text-align: center;">趣味活动</p> <ul style="list-style-type: none"> ❖ 拜访家庭/朋友 ❖ 在商场购物 ❖ 娱乐 ❖ 体育运动 ❖ 出去吃晚餐 		
<p style="text-align: center;">您愿意做/尝试的事情</p> <ul style="list-style-type: none"> ❖ 社交网络 ❖ 社区志愿者 ❖ 加入教会、保龄球社团、手工艺俱乐部和读书俱乐部 ❖ 某项运动、艺术品/手工艺品制作、阅读等 		





模块 4: 了解您与 发育障碍人士的关系



能够感到自己被倾听、尊重、接纳并成为有意义活动中的一员非常重要。因此，运用同感倾听技巧建立人际关系将有助于我们了解彼此。同感即感同身受地体验他人的感觉、想法或态度。

支持人员应首先完成此练习。（开始前请复制一份）。这可以清晰地展现什么对您具有重要意义。如果所列选项不适合自己的情况，您可以在每一类别中列出新选项。

确定什么对您很重要以及什么能令您开心之后，请针对您认识/支持的发育障碍人士重复此过程。

1) 哪些人际关系对您而言很重要？（选择 4 项）

- 家庭
- 朋友
- 同事
- 邻居
- 道德/文化团体
- 活动团体（运动、社交俱乐部）
- 宗教团体

2) 哪些地方能令您感到开心？（选择 4 项）：

- 家里
- 工作场所
- 娱乐场所（音乐厅、剧院）
- 社区场所（商店、商场、公园、集市、礼拜堂）
- 休闲场所（公园、球场、体育馆）
- 教育场所（学校、博物馆、图书馆）



3) 哪些事情对您而言很重要? (选择 5 项)

- 平安
- 安全
- 就业
- 健康
- 可靠的交通
- 住房
- 经济状况
- 做出决策
- 食品选择
- 衣物选择
- 无障碍设施

4) 哪些精神 (健康) 价值观对您而言很重要? (选择 8 项)

- | | |
|------|-------|
| 快乐 | 尊严 |
| 帮助他人 | 欢笑 |
| 社交 | 友情 |
| 信仰 | 尊重 |
| 接纳 | 成就 |
| 贡献 | 自尊 |
| 爱 | 友谊 |
| 勇气 | 拥有 |
| 满足 | 创造性 |
| 成功 | 安静的时间 |
| 身体健康 | 自我引导 |
| 诚实 | 自由 |
| 自我发现 | 知识 |
| 自给自足 | 安定 |



现在您已经为自己所支持的发育障碍人士确定了价值观。请在继续下一步前，填写以下信息（根据您所支持的发育障碍人士的情况）。

您如何利用此信息制定宗教团体融入计划？

您如何利用此信息探索与发育障碍人士的精神诉求相关的机会？

探索发育障碍人士的精神/宗教/信仰兴趣

关于个性化服务计划 (ISP)

第 1 节:

叙事部分设有 3 小节用于提供关于发育障碍人士的信息。它包含计划期间所发现的、有关发育障碍人士的、以人为本的特定信息。

“个人资料”部分: 可能包含计划期间所发现的、有关发育障碍人士的、以人为本的特定信息。例如, 能力、技能、偏好、人际关系、健康、文化传统、社区服务和重要角色、灵性、事业、挑战、需求、相关临床资料, 或影响支持和服务提供方式的其他信息。

“重要结果”部分: 将介绍我们在探索发育障碍人士的兴趣和选择时所收集的信息。

“保障措施”部分: 将列出保障发育障碍人士免受伤害所需的支持, 以及当其健康或福利存在风险时应采取的行动措施。消防安全和疏散能力是必需要素。此外, 还应考虑以下方面: 慢性疾病、过敏、自我给药能力、特殊营养需求、理财能力、表示同意的能力、家中和社区所需的监护等级、独自旅行的能力以及安全意识。

第 2 节：发育障碍人士的个性化服务环境

“自然支持和社区资源”部分：列出可为发育障碍人士提供服务的人员、团体或组织资源。例如，家人、朋友、邻居、协会、社区中心、宗教团体、学校团体、志愿服务、自助团体、俱乐部等。应包含发育障碍人士的姓名、位置或所属组织，以及一份关于如何为其提供帮助的简短声明。应注明与实现“重要结果”相关的协助。

指导原则

鉴于可以使用多种不同方式来探索发育障碍人士的生活期望，本指南将提供一个限定范围，以帮助您选择最好的方式，收集特定发育障碍人士的信息。

我们如何支持残障人士在信仰和灵性等方面的意向、选择和未来计划？

- ❖ 拥有计划非常重要。信仰、灵性和加入教会等方面的事项必须有针对性地加以解决，否则很容易被忽视。研究表明，信仰和灵性在许多美国人的生活中占有重要地位。本指南的一个目的就是确保残障人士生活中的这个层面始终被纳入计划的考虑范围。
- ❖ 谈论和探究灵性是一件很正常的事情。但出于各种原因，一些人在解决这一生活层面的问题时，有时会犹豫不决。您需要确定发育障碍人士获得高质量生活所需的服务、支持和联系，包括信仰和精神兴趣。信仰和灵性是发育障碍人士希望拥有并需要支持的两个方面。实际上，宗教偏好作为一个服务领域已列入个性化服务计划 (ISP) 当中。

- ❖ 这方面没有唯一正确的方式。对于一些发育障碍人士，您只要通过询问便可得知他们追求的“重要结果”。而对于其他一些人，您则需要采取谨慎周到的措施去发现他们所追求的“重要结果”。当一个人存在沟通障碍，或从未有机会探索这个生活层面时，他们自己可能不会发起相关的话题。当一个人沟通困难，和/或很少有机会探索这个生活层面时，您需要多花一些时间来辨明他们的偏好。
- ❖ 精神评估和表达是持续不间断的。灵性是一个旅程。它是一个正在进行的过程，人们的价值观和偏好有时会随时间而深化或改变。
- ❖ 目标…。帮助发育障碍人士自主决定什么对其生活而言具有重要意义。



针对发育障碍人士的简单开场白:

关于信仰/宗教融入

了解别人及其所看重之事的最佳切入点便是询问。以下是一些简单的问题，服务协调员、倡导者或其他人可在计划会议之前或期间，借此打开话题。他们分享的答案可帮助您完成 ISP 的“重要结果”部分。这是他们生活中的一个重要部分吗？他们是否有意愿让此成为生活中的一个重要部分？他们目前是否有加入宗教团体？他们是否有意愿加入？他们有其他可用以表达灵性的方式吗？要实现这些目的他们需要哪些帮助？根据需要对问题进行调整或补充，确保您的措辞能够被他们所理解。请记住，人们使用不同的语言谈论其宗教团体（例如，教堂、教会、清真寺、犹太教堂、寺庙）和灵性（例如，信念、信仰、宗教等）。请用他们能理解的语言与之交谈。

您还可以向发育障碍人士展示画册，观察其面部表情变化，或帮助其理解您询问的问题。虽然这些图片主要用来方便通过非语言方式对发育障碍人士进行评估，但也可以作为指导性交谈中的辅助工具而发挥有益作用。

利用艺术确定发育障碍人士信仰意向的特征表现或精神趣味所在的另一方式是，提供一张白纸和一支铅笔或蜡笔，让他们在听到您谈及“上帝”或“宗教”时，画下心中所想。此外，您还可以通过播放音乐，观察发育障碍人士的反应，了解他们是否对宗教活动感兴趣。您可以考虑将其带到音乐店欣赏基督教音乐。



在了解发育障碍人士是否有意愿加入教会时，您可以询问如下问题
(使用第 17-43 页)：

1. 您是否去过教堂、清真寺、犹太教堂或寺庙？

是 否

2. 您现在是否会去教堂、清真寺、犹太教堂或寺庙？

是 否*

***如果问题 2 的选择为“否”，则跳至问题 11**

3. 如果选择“是”，那么会去哪里？ _____

您是否喜欢去做礼拜？ 是 否

4. 与您同行者有谁？ _____
(关系)

5. 如何前往？ _____
(工作人员、家人、支持圈、教友)

6. 您在那里是否快乐？ 是 否

7. 您多长时间去一次？ _____
(每周、每月、每年、宗教/节假日庆祝)

8. 您最喜欢那里的什么？ _____

9. 您在那里有哪些朋友？ _____



10. 您是否希望在那里做更多事情? 是 否

11. 如果选择“否”，那么您会选择何种宗教信仰（如果有）? _____

12. 如果您以前去过，为何现在不去了? _____

13. 如果现在有机会您还会去吗? 会 不会

14. 那里是否有您喜欢参与的活动? 有 没有

15. 如果选择“有”，请问是哪些活动? _____

16. 您希望跟谁一起去? _____

17. 您想多长时间去一次? _____

18. 在家中（或其他地方）做的事情中，有没有哪些会让您感觉靠近上帝或可以表现您的信仰? 有 没有



19. 如果选择“有”，请问是哪些事情？ _____

20. 如果选择“没有”，请问是否有一些您愿意做的事情？
描述 _____

21. 您是否希望有人帮助您做这些事情？ 是 否

如果选择“是”，请说明是谁： _____

在了解发育障碍人士是否有意愿加入社区时，您可以询问如下问题：

1. 您是否想加入您的社区？
是 否

2. 您喜欢什么活动
 观看 体育运动 娱乐 各项活动

3. 您在社区中有没有朋友？
有 没有

*如果没有，请跳至问题 5

4. 您在那里有哪些朋友？ _____



5. 您是否希望在社区中结交朋友以便共同活动?

是 否

6. 您是否希望自己单独或与朋友一起做更多的事情?

是 否

7. 您是否希望有更多机会参加社区活动?

是 否

8. 您是否希望有人帮助您在社区中结交朋友并做更多的事情?

是 否



模块 5: 制定精神融入计划

从父母、家人、其他亲戚或朋友那里获取有用信息

家人（包括父母、祖父母、兄弟姐妹）或与发育障碍人士“直接相关”的密友可能会就信仰和灵性对该名发育障碍人士生活的重要性提供独特见解，并帮助您了解他们参与或希望参与教会（例如，教堂、清真寺、教区、犹太教堂或寺庙等）的方式。请考虑邀请家人或密友针对发育障碍人士偏好的宗教参与类型以及可帮助其融入宗教所需的支持、服务和联系，分享他们的观点。在计划会议、电话沟通或邮件联系中，您可询问以下问卷调查中所包含的问题。



家人/朋友问卷调查

我们致力于确保发育障碍人士在加入教会/社区和表达其灵性及信仰兴趣时，能够得到贴心周到的重要支持。为更好地了解发育障碍人士的精神需求和力量（以及他们是否有意愿加入社区，想以何种方式加入），我们需要从对他们有深入了解的人们那里获得有益的信息和见解。请知无不言地回答以下问题。

1. 是否有一些特定的信仰传统、宗教仪式或精神表达形式，您认为对他或她而言很重要？（即宗教、体育、娱乐、志愿者）

2. 在您看来，是否有哪些事情表现出他或她对参加教会/社区活动的兴趣？

<ul style="list-style-type: none"> ❖ 观看某些类型的电视节目（即宗教、体育、电影） ❖ 听某些类型的音乐（即基督教音乐、流行、乡村、R&B、拉丁/萨尔萨） ❖ 庆祝宗教和/或世俗节假日 ❖ 独自度过安静时光 ❖ 私下祈祷 ❖ 饮食习惯 	<ul style="list-style-type: none"> ❖ 志愿工作 ❖ 跳舞 ❖ 阅读某些类型的书籍（即宗教圣书、漫画、小说） ❖ 社区活动 ❖ 运动 ❖ 电影 ❖ 娱乐 ❖ 兴趣爱好
---	--

3. 您的孩子/兄弟姐妹是否定期参加教堂礼拜或社区活动？ 是 否 不知道

4. 哪种类型的活动？ _____

多长时间？ _____

5. 他或她在教会或社区会做哪些事情？ _____



6. 他/她如何去哪里? _____

7. 他/她喜欢参加这些活动吗? _____

8. 参加时他/她需要哪些帮助或支持? _____

9. 他/她喜欢做的哪类运动/娱乐活动可能会帮助其在教会和/或社区中建立人际关系? _____

10. 关于在您孩子/兄弟姐妹/朋友生活中提供教会和/或社区融入支持方面，我们还需要知道些什么?



从服务提供者处获取有用信息

我们致力于确保我们所服务的发育障碍人士在加入教会和表达其灵性时，能够得到贴心周到的重要支持。为更好地了解此方面是否是他们的“重要结果”或目标，他们是否有意愿加入宗教团体以及想以何种方式加入，我们需要从以下人员处获得有益的信息和见解：非常了解他们的直接支持专业人员、社区康复专员、住宅康复专员、主题日康复专员和住房主管等。

（备注）：调查至少一位为相关发育障碍人士提供支持的人员，请其知无不言地回答以下问题。

1. 是否有一些特定的信仰传统、宗教仪式或精神表达形式，您认为对他或她而言很重要？（即宗教、体育、娱乐、志愿者）



2. 在您看来，是否有哪些事情表现出他或她对参加教会/社区活动的兴趣

<ul style="list-style-type: none"> ❖ 观看某些类型的电视节目（即宗教、体育、电影） ❖ 听某些类型的音乐（即基督教音乐、流行、乡村、R&B、拉丁/萨尔萨） ❖ 庆祝宗教和/或世俗节假日 ❖ 独自度过安静时光 ❖ 私下祈祷 ❖ 饮食习惯 	<ul style="list-style-type: none"> ❖ 志愿工作 ❖ 跳舞 ❖ 阅读某些类型的书籍（即宗教圣书、漫画、小说） ❖ 社区活动 ❖ 运动 ❖ 电影 ❖ 娱乐
---	--

3. 他/她是否定期参加教堂礼拜或社区活动？ 是 否 不知道

4. 哪种类型的活动？ _____

多长时间？ _____

5. 他或她在教会或社区会做哪些事情？ _____

6. 他/她如何去哪里？ _____

7. 他/她喜欢参加这些活动吗？ _____

8. 参加时他/她需要哪些帮助或支持？ _____



9. 他/她喜欢做的哪类运动/娱乐活动可能会帮助其在教会和/或社区中建立人际关系? _____

10. 关于在他/她的生活中提供教会和/或社区融入支持方面，我们还需要知道些什么?



按照发育障碍人士追求的“重要结果”，制定精神发展计划

您现在已从多个来源搜集了大量关于该名发育障碍人士精神生活方面的信息。您接下来需要做些什么？

社区存在感：

我们如何增加他们在当地社区
生活中的存在感？

增加选择性

我们如何帮助他们更好地掌控生活，
拥有更多的选择？

社区参与度：

我们如何增进并深化
他们与他人的友谊？

支持型贡献：

我们如何帮助他们提高能力素质，
贡献自己的独特才能？

重要角色：

我们如何提高他们的声誉，
增加他们可以做出贡献的有效途径？

O'Brien, J & Lyle, C. (n.d.). 致力于指导个人拓宽视野的五大成就。PAL。2012年11月5日，摘自 http://www.pal-ri.org/documents/JohnOBriens_5_accomplishments.pdf。

确定需求、支持和服务

在融入教会/社区过程中，发育障碍人士需要哪些帮助来实现他们追求的“重要结果”？他们需要学习哪些技能？哪些支持是有用的？需要建立怎样的关系？对于他们所追求的每一个“重要结果”，您都需要制定一份书面计划，其中应包含帮助其实现个人兴趣和渴望的步骤。以下是在一份具有实际意义的支持计划中，应该涉及的一些技能、支持和关系示例。

社区生活技能	帮助融入社区
<ul style="list-style-type: none"> ❖ 与教会/社区朋友交流 ❖ 安排可与家人/朋友交往的旅行和会面场所 ❖ 培养符合社会期望的良好着装/打扮习惯 ❖ 为所选择社区团体活动做贡献 ❖ 发展社交技能，更好地融入社区 	<ul style="list-style-type: none"> ❖ 提供或安排接送发育障碍人士参加教会礼拜/社区活动的服务 ❖ 确定能够成为社区支持圈成员的家人/朋友或他人 ❖ 制定一份行为支持计划，包含参与教会/社区活动的社交技巧。 ❖ 提供社区康复专员/支持人员，帮助发育障碍人士建立社区人际关系 ❖ 确定/培养能帮助发育障碍人士成为社区中有一价值一员的技能 ❖ 制定一份应急计划，用于在原计划取消后，帮助发育障碍人士获取服务并参与活动

Write
Here



精神融入计划工具

*此资源工具将帮助您聚焦确定信仰和精神意向的过程。完成此表后，您将能更好地了解如何将此信息插入 ISP 个人资料部分中。

发育障碍人士姓名: _____

日期 ____/____/____

计划制定者: _____

宗教团体融入行动

请扼要描述该计划的“重要结果”、目标和/或活动:

在宗教信仰与社区融入方面，需要考虑哪些类型的探索活动？

(为每项“重要结果”填写单独表格)



社区融入行动

请扼要描述该计划的“重要结果”、目标和/或活动：

在社区融入方面，需要考虑哪些类型的探索活动？

(为每项“重要结果”填写单独表格)



是否需要安排或提供交通服务？

否

是

交通计划： _____

是否需要工作人员提供直接支持？

否

是

人员配备计划 _____

备用计划 _____

是否需要制定行为支持计划？

否

是

行为支持计划 _____

无障碍设施信息





有关建筑的无障碍设施问题

停车场：有_____无_____ 坡道：有_____无_____

适合轮椅通过的宽门：有_____无_____

针对轮椅/步行器使用者的座椅安排：有_____无_____

听力辅助设备：有_____无_____

大号字体信息：有_____无_____

休息室安排：有_____无_____

可供轮椅使用者使用的饮水机：有_____无_____

在本指南结尾处可获得完整的《美国残障人士法案无障碍设施清单》

联系信息

礼拜堂/社区组织名称： _____

地址： _____

组织领导： _____

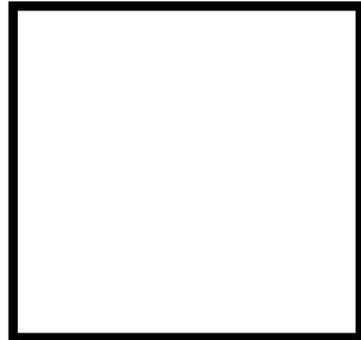
联系人： _____

电话： _____

电子邮箱： _____

网页： _____

Checklist for Existing Facilities version 2.1



To obtain additional copies of this **checklist**, contact your Disability and Business Technical Assistance Center. To be automatically connected to your regional center, call 1-800-949-4ADA. This **checklist** may be copied as many times as desired by the Disability and Business Technical Assistance Centers for distribution to small businesses but may not be reproduced in whole or in part and sold by any other entity without written permission of Adaptive Environments, the author.

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**The Americans with Disabilities Act
Checklist for Readily Achievable Barrier Removal**
August 1995

Checklist for Existing Facilities version 2.1

Introduction

Title III of the **Americans with Disabilities Act** requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "...Such a plan...could serve as evidence of a good faith effort to comply...."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability... Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

- Priority 1: Accessible **approach and entrance**
- Priority 2: Access to **goods and services**
- Priority 3: Access to **rest rooms**
- Priority 4: Any **other measures** necessary

Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.

✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel

tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. ***Be sure to record all dimensions!*** As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol. Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that *are* readily achievable.

✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.

✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.

✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.



QUESTIONS **POSSIBLE SOLUTIONS**

Priority

1 Accessible Approach/Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.

Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7)

Is there a route of travel that does not require the use of stairs?

Yes No

- Add a ramp if the route of travel is interrupted by stairs.
- Add an alternative route on level ground.

Is the route of travel stable, firm and slip-resistant?

- Repair uneven paving.
- Fill small bumps and breaks with beveled patches.
- Replace gravel with hard top.

Is the route at least 36 inches wide?

width

- Change or move landscaping, furnishings, or other features that narrow the route of travel.
- Widen route.

Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?

distance from wall/
 height

- Move or remove protruding objects.
- Add a cane-detectable base that extends to the ground.
- Place a cane-detectable object on the ground underneath as a warning barrier.

In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.

Do curbs on the route have curb cuts at drives, parking, and drop-offs?

- Install curb cut.
- Add small ramp up to curb.

Ramps (ADAAG 4.8)

Are the slopes of ramps no greater than 1:12?

slope

- Lengthen ramp to decrease slope.
- Relocate ramp.
- If available space is limited, reconfigure ramp to include switchbacks.

Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, at least one foot of ramp length is needed for each inch of height.

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QUESTIONS		POSSIBLE SOLUTIONS											
<p>Ramps, continued</p> <p>Do all ramps longer than 6 feet have railings on both sides?</p>		<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Add railings.</p>										
<p> Are railings sturdy, and between 34 and 38 inches high?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> height</p>	<p><input type="checkbox"/> Adjust height of railing if not between 30 and 38 inches.</p> <p><input type="checkbox"/> Secure handrails in fixtures.</p>											
<p> Is the width between railings or curbs at least 36 inches?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> width</p>	<p><input type="checkbox"/> Relocate the railings.</p> <p><input type="checkbox"/> Widen the ramp.</p>											
<p>Are ramps non-slip?</p>		<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Add non-slip surface material.</p>										
<p> Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> length</p>	<p><input type="checkbox"/> Remodel or relocate ramp.</p>											
<p> Does the ramp rise no more than 30 inches between landings?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> rise</p>	<p><input type="checkbox"/> Remodel or relocate ramp.</p>											
<p>Parking and Drop-Off Areas (ADAAG 4.6)</p> <p> Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG):</p> <table border="1"> <thead> <tr> <th>Total spaces</th> <th>Accessible</th> </tr> </thead> <tbody> <tr> <td>1 to 25</td> <td>1 space</td> </tr> <tr> <td>26 to 50</td> <td>2 spaces</td> </tr> <tr> <td>51 to 75</td> <td>3 spaces</td> </tr> <tr> <td>76 to 100</td> <td>4 spaces</td> </tr> </tbody> </table>		Total spaces	Accessible	1 to 25	1 space	26 to 50	2 spaces	51 to 75	3 spaces	76 to 100	4 spaces	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> number of accessible spaces</p> <p>Note widths of existing accessible spaces:</p>	<p><input type="checkbox"/> Reconfigure a reasonable number of spaces by repainting stripes.</p>
Total spaces	Accessible												
1 to 25	1 space												
26 to 50	2 spaces												
51 to 75	3 spaces												
76 to 100	4 spaces												
<p> Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?</p> <p>At least one of every 8 accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p> width/vertical clearance</p>	<p><input type="checkbox"/> Reconfigure to provide van-accessible space(s).</p>											



QUESTIONS		POSSIBLE SOLUTIONS
<p>Parking and Drop-Off Areas, continued</p> <p>Are the access aisles part of the accessible route to the accessible entrance?</p> <p>Are the accessible spaces closest to the accessible entrance?</p> <p>Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?</p> <p>Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?</p>		<p><input type="checkbox"/> Add curb ramps.</p> <p><input type="checkbox"/> Reconstruct sidewalk.</p> <p><input type="checkbox"/> Reconfigure spaces.</p> <p><input type="checkbox"/> Add signs, placed so that they are not obstructed by cars.</p> <p><input type="checkbox"/> Implement a policy to check periodically for violators and report them to the proper authorities.</p>
<p>Entrance (ADAAG 4.13, 4.14, 4.5)</p> <p>If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?</p> <p>Do not use a service entrance as the accessible entrance unless there is no other option.</p> <p>Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?</p> <p>Can the alternate accessible entrance be used independently?</p> <p> Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?</p> <p> Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?</p> <p>A person using a wheelchair or crutches needs this space to get close enough to open the door.</p>		<p><input type="checkbox"/> If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.</p> <p><input type="checkbox"/> Install signs before inaccessible entrances so that people do not have to retrace the approach.</p> <p><input type="checkbox"/> Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.</p> <p><input type="checkbox"/> Widen the door to 32 inches clear.</p> <p><input type="checkbox"/> If technically infeasible, widen to 31-3/8 inches minimum.</p> <p><input type="checkbox"/> Install offset (swing-clear) hinges.</p> <p><input type="checkbox"/> Remove or relocate furnishings, partitions, or other obstructions.</p> <p><input type="checkbox"/> Move door.</p> <p><input type="checkbox"/> Add power-assisted or automatic door opener.</p>

QUESTIONS		POSSIBLE SOLUTIONS	
<p>Entrance, continued</p> <p> Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> If there is a single step with a rise of 6 inches or less, add a short ramp.</p> <p><input type="checkbox"/> If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.</p>	
	<p> If provided, are carpeting or mats a maximum of 1/2-inch high?</p>		<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>
<p>Are edges securely installed to minimize tripping hazards?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Replace or remove mats.</p> <p><input type="checkbox"/> Secure carpeting or mats at edges.</p>	
<p> Is the door handle no higher than 48 inches and operable with a closed fist?</p> <p>The "closed fist" test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Lower handle.</p> <p><input type="checkbox"/> Replace inaccessible knob with a lever or loop handle.</p> <p><input type="checkbox"/> Retrofit with an add-on lever extension.</p>	
	<p> Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for interior doors)?</p> <p>You can use an inexpensive force meter or a fish scale to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.</p>		<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>force</p>
<p> If the door has a closer, does it take at least 3 seconds to close?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>seconds</p>	<p><input type="checkbox"/> Adjust the door closers and oil the hinges.</p> <p><input type="checkbox"/> Install power-assisted or automatic door openers.</p> <p><input type="checkbox"/> Install lighter doors.</p> <p><input type="checkbox"/> Adjust door closer.</p>	



QUESTIONS		POSSIBLE SOLUTIONS
Priority 2	Access to Goods and Services	
	Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.	
	Horizontal Circulation (ADAAG 4.3)	
	Does the accessible entrance provide direct access to the main floor, lobby, or elevator?	<input type="checkbox"/> Add ramps or lifts. <input type="checkbox"/> Make another entrance accessible.
	Are all public spaces on an accessible route of travel?	<input type="checkbox"/> Provide access to all public spaces along an accessible route of travel.
	Is the accessible route to all public spaces at least 36 inches wide?	<input type="checkbox"/> Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.
	Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?	<input type="checkbox"/> Rearrange furnishings, displays, and equipment.
Doors (ADAAG 4.13)		
	Do doors into public spaces have at least a 32-inch clear opening?	<input type="checkbox"/> Install offset (swing-clear) hinges. <input type="checkbox"/> Widen doors.
	On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door?	<input type="checkbox"/> Reverse the door swing if it is safe to do so. <input type="checkbox"/> Move or remove obstructing partitions.
	Can doors be opened without too much force (5 lbf maximum for interior doors)?	<input type="checkbox"/> Adjust or replace closers. <input type="checkbox"/> Install lighter doors. <input type="checkbox"/> Install power-assisted or automatic door openers.
	Are door handles 48 inches high or less and operable with a closed fist?	<input type="checkbox"/> Lower handles. <input type="checkbox"/> Replace inaccessible knobs or latches with lever or loop handles. <input type="checkbox"/> Retrofit with add-on levers. <input type="checkbox"/> Install power-assisted or automatic door openers.
	Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?	<input type="checkbox"/> If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp. <input type="checkbox"/> If between 1/4- and 3/4-inch high, add bevels to both sides.



QUESTIONS		POSSIBLE SOLUTIONS
<p>Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)</p> <p><input type="checkbox"/> Are all aisles and pathways to materials and services at least 36 inches wide?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No width </p>		<p><input type="checkbox"/> Rearrange furnishings and fixtures to clear aisles.</p>
<p><input type="checkbox"/> Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No width </p>		<p><input type="checkbox"/> Rearrange furnishings to clear more room.</p>
<p>Is carpeting low-pile, tightly woven, and securely attached along edges?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		<p><input type="checkbox"/> Secure edges on all sides. <input type="checkbox"/> Replace carpeting.</p>
<p><input type="checkbox"/> In circulation paths through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No height/ protrusion </p>		<p><input type="checkbox"/> Remove obstacles. <input type="checkbox"/> Install furnishings, planters, or other cane-detectable barriers underneath.</p>
<p>Emergency Egress (ADAAG 4.28)</p> <p>If emergency systems are provided, do they have both flashing lights and audible signals?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		<p><input type="checkbox"/> Install visible and audible alarms. <input type="checkbox"/> Provide portable devices.</p>
<p>Signage for Goods and Services (ADAAG 4.30)</p> <p>Different requirements apply to different types of signs.</p> <p><input type="checkbox"/> If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?</p> <p style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		<p><input type="checkbox"/> Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)</p>
<p>• Signs mounted with centerline 60 inches from floor.</p> <p style="text-align: center;"> <input type="checkbox"/> Y <input type="checkbox"/> N height </p>		
<p>• Mounted on wall adjacent to latch side of door, or as close as possible.</p> <p style="text-align: center;"> <input type="checkbox"/> Y <input type="checkbox"/> N </p>		
<p>• Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits).</p> <p style="text-align: center;"> <input type="checkbox"/> Y <input type="checkbox"/> N character height </p>		
<p>• Brailled text of the same information.</p> <p style="text-align: center;"> <input type="checkbox"/> Y <input type="checkbox"/> N </p>		
<p>• If pictogram is used, it must be accompanied by raised characters and braille.</p> <p style="text-align: center;"> <input type="checkbox"/> Y <input type="checkbox"/> N </p>		



QUESTIONS		POSSIBLE SOLUTIONS
<p>Directional and Informational Signage The following questions apply to directional and informational signs that fall under Priority 2.</p>		
<p>Priority 1 If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>letter height</p>	<p><input type="checkbox"/> Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish.</p>
<p>Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Review requirements and replace signs as needed.</p>
<p>Controls (ADAAG 4.27)</p>		
<p>Priority 1 Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height?</p> <p>Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Relocate controls.</p>
<p>Are they operable with a closed fist?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Replace controls.</p>
<p>Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)</p>		
<p>Priority 1 Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>width</p>	<p><input type="checkbox"/> Rearrange chairs or tables to provide 36-inch aisles.</p>
<p>Are the spaces for wheelchair seating distributed throughout?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Rearrange tables to allow room for wheelchairs in seating areas throughout the area.</p> <p><input type="checkbox"/> Remove some fixed seating.</p>
<p>Priority 1 Are the tops of tables or counters between 28 and 34 inches high?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Lower part or all of high surface.</p> <p><input type="checkbox"/> Provide auxiliary table or counter.</p>
<p>Priority 1 Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height/ width/ depth</p>	<p><input type="checkbox"/> Replace or raise tables.</p>



QUESTIONS		POSSIBLE SOLUTIONS
<p>Seats, Tables, and Counters, continued</p> <p> At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Provide a lower auxiliary counter or folding shelf.</p> <p><input type="checkbox"/> Arrange the counter and surrounding furnishings to create a space to hand items back and forth.</p>
<p> Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Lower section of counter.</p> <p><input type="checkbox"/> Arrange the counter and surrounding furnishings to create a space to pass items.</p>
<p>Vertical Circulation (ADAAG 4.1.3(5), 4.3)</p> <p>Are there ramps, lifts, or elevators to all public levels?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Install ramps or lifts.</p> <p><input type="checkbox"/> Modify a service elevator.</p> <p><input type="checkbox"/> Relocate goods or services to an accessible area.</p>
<p>On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Post clear signs directing people along an accessible route to ramps, lifts, or elevators.</p>
<p>Stairs (ADAAG 4.9)</p> <p>The following questions apply to stairs connecting levels <i>not</i> serviced by an elevator, ramp, or lift.</p>		
<p>Do treads have a non-slip surface?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Add non-slip surface to treads.</p>
<p>Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Add or replace handrails if possible within existing floor plan.</p>
<p>Elevators (ADAAG 4.10)</p> <p>Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Install visible and verbal or audible signals.</p>
<p> Are the call buttons in the hallway no higher than 42 inches?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Lower call buttons.</p> <p><input type="checkbox"/> Provide a permanently attached reach stick.</p>
<p>Do the controls inside the cab have raised and braille lettering?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Install raised lettering and braille next to buttons.</p>

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QUESTIONS		POSSIBLE SOLUTIONS
<p>Elevators, continued</p> <p>Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?</p>		<p><input type="checkbox"/> Install tactile signs to identify floor numbers, at a height of 60 inches from floor.</p> <p><input type="checkbox"/> Modify communication system.</p> <p><input type="checkbox"/> Add tactile identification.</p> <p><input type="checkbox"/> At each stopping level, post clear instructions for use of the lift.</p> <p><input type="checkbox"/> Provide a call button.</p> <p><input type="checkbox"/> Rearrange furnishings and equipment to clear more space.</p> <p><input type="checkbox"/> Move controls.</p>
<p>If an emergency intercom is provided, is it usable without voice communication?</p>		
<p>Is the emergency intercom identified by braille and raised letters?</p>		
<p>Lifts (ADAAG 4.2, 4.11)</p> <p>Can the lift be used without assistance? If not, is a call button provided?</p>		
<p> Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?</p>		
<p> Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?</p>		
<p>Priority 3 Usability of Rest Rooms</p> <p>When rest rooms are open to the public, they should be accessible to people with disabilities.</p> <p>Getting to the Rest Rooms (ADAAG 4.1)</p> <p>If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?</p> <p>Are there signs at inaccessible rest rooms that give directions to accessible ones?</p>		<p><input type="checkbox"/> Reconfigure rest room.</p> <p><input type="checkbox"/> Combine rest rooms to create one unisex accessible rest room.</p> <p><input type="checkbox"/> Install accessible signs.</p>
<p>Doorways and Passages (ADAAG 4.2, 4.13, 4.30)</p> <p>Is there tactile signage identifying rest rooms?</p> <p>Mount signs on the wall, on the latch side of the door, complying with the requirements for permanent signage. Avoid using ambiguous symbols in place of text to identify rest rooms.</p>		



QUESTIONS		POSSIBLE SOLUTIONS	
<p>Doorways and Passages, continued</p> <p>Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?</p>		<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.</p>
<p>MINI Is the doorway at least 32 inches clear?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>clear width</p>	<p><input type="checkbox"/> Install offset (swing-clear) hinges.</p> <p><input type="checkbox"/> Widen the doorway.</p>	
<p>MINI Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	<p><input type="checkbox"/> Lower handles.</p> <p><input type="checkbox"/> Replace knobs or latches with lever or loop handles.</p> <p><input type="checkbox"/> Add lever extensions.</p> <p><input type="checkbox"/> Install power-assisted or automatic door openers.</p>	
<p>MINI Can doors be opened easily (5 lbf maximum force)?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>force</p>	<p><input type="checkbox"/> Adjust or replace closers.</p> <p><input type="checkbox"/> Install lighter doors.</p> <p><input type="checkbox"/> Install power-assisted or automatic door openers.</p>	
<p>MINI Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?</p> <p>A person in a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter or T-shaped clear space to make turns. A minimum distance of 48 inches clear of the door swing is needed between the two doors of an entry vestibule.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>clear width</p>	<p><input type="checkbox"/> Rearrange furnishings such as chairs and trash cans.</p> <p><input type="checkbox"/> Remove inner door if there is a vestibule with two doors.</p> <p><input type="checkbox"/> Move or remove obstructing partitions.</p>	
<p>MINI Is there a 36-inch-wide path to all fixtures?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>width</p>	<p><input type="checkbox"/> Remove obstructions.</p>	
<p>Stalls (ADAAG 4.17)</p> <p>Is the stall door operable with a closed fist, inside and out?</p>		<p><input type="checkbox"/> <input type="checkbox"/></p>	<p><input type="checkbox"/> Replace inaccessible knobs with lever or loop handles.</p> <p><input type="checkbox"/> Add lever extensions.</p>
<p>MINI Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>length/ width</p>	<p><input type="checkbox"/> Move or remove partitions.</p> <p><input type="checkbox"/> Reverse the door swing if it is safe to do so.</p>	

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QUESTIONS		POSSIBLE SOLUTIONS
<p>Stalls, continued</p> <p>In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?</p>		<input type="checkbox"/> Add grab bars. <input type="checkbox"/> Add raised seat.
<p>MINIMUM Is the toilet seat 17 to 19 inches high?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	
<p>Lavatories (ADAAG 4.19, 4.24)</p> <p>Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?</p> <p>A maximum of 19 inches of the required depth may be under the lavatory.</p>		<input type="checkbox"/> Rearrange furnishings. <input type="checkbox"/> Replace lavatory. <input type="checkbox"/> Remove or alter cabinetry to provide space underneath. <input type="checkbox"/> Make sure hot pipes are covered. <input type="checkbox"/> Move a partition or wall. <input type="checkbox"/> Adjust or replace lavatory. <input type="checkbox"/> Adjust or replace lavatory. <input type="checkbox"/> Replace with paddle handles. <input type="checkbox"/> Lower dispensers. <input type="checkbox"/> Replace with or provide additional accessible dispensers. <input type="checkbox"/> Lower or tilt down the mirror. <input type="checkbox"/> Add a larger mirror anywhere in the room.
<p>MINIMUM Is the lavatory rim no higher than 34 inches?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	
<p>MINIMUM Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	
<p>Can the faucet be operated with one closed fist?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>MINIMUM Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>height</p>	
<p>Priority 4 Additional Access</p> <p><i>Note that this priority is for items not required for basic access in the first three priorities.</i></p> <p>When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.</p>		<input type="checkbox"/> Clear more room by rearranging or removing furnishings.
<p>MINIMUM Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?</p>	<p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>clear space</p>	



QUESTIONS		POSSIBLE SOLUTIONS								
Drinking Fountains, continued										
Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?	<table border="0"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2"><input type="checkbox"/></td> </tr> <tr> <td colspan="2">height</td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		height		<input type="checkbox"/> Provide cup dispensers for fountains with spouts that are too high. <input type="checkbox"/> Provide accessible cooler.
Yes	No									
<input type="checkbox"/>	<input type="checkbox"/>									
<input type="checkbox"/>										
height										
Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Replace the controls.						
<input type="checkbox"/>	<input type="checkbox"/>									
Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall)?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2"><input type="checkbox"/></td> </tr> <tr> <td colspan="2">height/ protrusion</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		height/ protrusion		<input type="checkbox"/> Place a planter or other cane-detectable barrier on each side at floor level.		
<input type="checkbox"/>	<input type="checkbox"/>									
<input type="checkbox"/>										
height/ protrusion										
Telephones (ADAAG 4.31)										
If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2"><input type="checkbox"/></td> </tr> <tr> <td colspan="2">clear space</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		clear space		<input type="checkbox"/> Move furnishings. <input type="checkbox"/> Replace booth with open station.		
<input type="checkbox"/>	<input type="checkbox"/>									
<input type="checkbox"/>										
clear space										
Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2"><input type="checkbox"/></td> </tr> <tr> <td colspan="2">height</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		height		<input type="checkbox"/> Lower telephone.		
<input type="checkbox"/>	<input type="checkbox"/>									
<input type="checkbox"/>										
height										
Does the phone protrude no more than 4 inches into the circulation space?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2"><input type="checkbox"/></td> </tr> <tr> <td colspan="2">protrusion</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		protrusion		<input type="checkbox"/> Place a cane-detectable barrier on each side at floor level.		
<input type="checkbox"/>	<input type="checkbox"/>									
<input type="checkbox"/>										
protrusion										
Does the phone have push-button controls?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Contact phone company to install push-buttons.						
<input type="checkbox"/>	<input type="checkbox"/>									
Is the phone hearing-aid compatible?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Have phone replaced with a hearing-aid compatible one.						
<input type="checkbox"/>	<input type="checkbox"/>									
Is the phone adapted with volume control?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Have volume control added.						
<input type="checkbox"/>	<input type="checkbox"/>									
Is the phone with volume control identified with appropriate signage?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Add signage.						
<input type="checkbox"/>	<input type="checkbox"/>									
If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Install a text telephone. <input type="checkbox"/> Have a portable TT available. <input type="checkbox"/> Provide a shelf and outlet next to phone.						
<input type="checkbox"/>	<input type="checkbox"/>									
Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Add signage.						
<input type="checkbox"/>	<input type="checkbox"/>									



支持发育障碍人士的合作机构或协会

机构或协会	网站
纽约州发育障碍人士事务办公室	www.opwdd.ny.gov
纽约州自我维权协会	www.sanys.org
纽约州家长互助协会	www.parenttoparentnys.org
纽约州发育障碍人士事务规划委员会	www.ddpc.ny.gov
NYS ARC	www.nysarc.org
美国智力与发育残障协会	www.aaid.org
美国自闭症研究协会	www.autism-society.org
美国脑外伤研究协会	www.biausa.org
纽约州独立生活委员会	www.nysilc.org
纽约州大脑性麻痹研究协会	www.cpofnys.org
全美唐氏综合症研究协会	www.ndss.org
美国残联	www.nod.org

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如需深入了解宗教信仰相关活动方案:

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