# Spiritual Indicator Guide

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# *Introduction*

# About the Faith Based Initiative Program

We Support:

Individuals with developmental disabilities: who want the same choices to grow spiritually, to enjoy community life, and have meaningful relationships in their community,

Parents: to find faith communities that will welcome them and their children,

Congregants: to find a "meaningful way" to include people with developmental disabilities in their faith communities,

State and voluntary agencies: to find the best ways to offer continuous support and opportunities for person with disabilities to participate in this important part of their lives

# Our Goals

- To support opportunities for individuals to realize their personal spiritual goals
- To promote meaningful relationships between faith communities and people with developmental disabilities through education and communication
- To engage natural support systems: individuals with family and friends who want to attend worship (and other faith community activities)
- To support sustainable relationships with both community and house of worship members

# About the Spiritual Indicator Guide

"Spirituality: your pathway to discovery of self"

While the pathway to discovering spirituality encompasses many facets of a person's being (family, friends, community, service, and religion), the purpose of this guide is to assist the Medicaid Service Coordinator (MSC), Active Treatment Coordinator (ATC), and Qualified Intellectual Disabilities Professional (QIDP) and all others interested in supporting with an individual with intellectual and developmental disabilities to discover the values and interests that are important to their spiritual well being.

This indicator guide differs from other assessments tools a coordinator may use in that the objective of the spiritual indicator tool is designed to help the coordinator and individual make definitive inquiry into the historical, interest, and further exploration of the individual's spiritual needs.

The expected outcome of this exploration is that the coordinator will have better insight into the desire and needs of the individual and can provide opportunity, access, and supports through person centered planning of Individuals spiritual choices.

# Having Faith

(Stories of Faith, Inclusion &Community)

The Ulster-Greene ARC commissioned a video to be produced about individuals with developmental disabilities participating in worship and ministry in their houses of worship.

The video was produced by students and administrators from Catskill Central School District and Catskill High School in Catskill, New York.

The video project funded through a grant obtained by OPWDD's Faith-Based Initiative program from the NYS Developmental Disabilities Planning Council, features several individuals with developmental disabilities whose lives have been enriched by their involvement in the community, specifically at houses of worship in the Kingston and Catskill areas.

The short video is available at: http://www.youtube.com/embed/f4-vXy5SUts.

# *Module 1: Defining Spirituality*

# Facts about Faith Community Inclusion

| Facts | Possibilities |
|---|---|
| People with disabilities are much less likely to attend religious services compared to people without disabilities (50% versus 57% respectively)[1] | When people with disabilities are connected to their chosen faith community, their quality of life is enhanced |
| Some people with disabilities have never had the chance to explore their spirituality | People with disabilities have the opportunity to express their right to a full life of faith |
| SOME congregations WELCOME people with disabilities | ALL congregations VALUE people with disabilities as active and contributing members |
| People with disabilities have to think creatively just to get through their day successfully | Congregations tap the creativity of people with disabilities by identifying ways to remove barriers |
| Lack of community connections is often a source of frustration for people with disabilities and is related to increased safety and health consequences | Congregational inclusion creates natural connections that enable faith belonging and community belonging |

Taken from the DDPC/OPWDD Spirit Project/2007

1 N.O.D. Harris Survey 2010

# How do we define Spirituality and Religion?

Spirituality and religion are often perceived to have the same meaning. This perception can be misleading and confining in understanding and accepting different individuals' spirituality. Spirituality is commonly viewed as a broader concept than religion. While religion can be the method by which one explores and expresses their spirituality, spirituality can be expressive of many different aspects of a person's life.

## What is Spirituality?

Spirituality "is the power, energy and hopefulness in a person. It is what is deepest in us, what gives us direction and motivation. It is what enables us to survive bad times, to be strong, and to overcome difficulties."

## What is Religion?

Religion "describes one way in which some people find expression for the spiritual. Religion is marked by four components; creed, worship, code (or ethics) and community."

Spirituality means different things to different people. They may interpret it as:

- Their religion or faith
- Giving meaning and direction to their life, sometimes described as their "journey"
- A way of understanding the world and their place in the world
- Belief in a higher being or a force greater than any individual
- A core part of their identity and essential humanity
- A feeling of belonging or connectedness
- A quest for wholeness, hope or harmony
- A sense that there is more to life than material things

(Spiritual Well Being: Policy and Practice Bradford 2001)

# Supporting Religious Choice

- People with developmental disabilities are capable of religious or spiritual expression, just like anyone else.
- People with developmental disabilities have preferences about religion and how they want to be involved in religious activities.
- People with developmental disabilities have the right to make choices about their religious activity.
- The right of people with developmental disabilities to express themselves religiously and spiritually is a First Amendment right according to the United States Constitution and Bill of Rights.
- Separation of church and state is a rule to make sure that government doesn't influence peoples' choice of religion or religious practices. It also exists so that peoples' religious beliefs won't influence government decisions. This is to prevent bias.
- Public programs and services have an obligation to protect the freedoms of everyone and force religion on no one.
- However, when the rule of separation of church and state results in removing choice about the practice of religion, then freedom of choice has been denied and this is against the First Amendment.
- Religious practices are allowable in a public program/home as long as no one is forced to participate and no specific religion is favored.
- Connecting people with developmental disabilities to congregations is an excellent way to support people's right to spiritual expression, help them meet their spiritual needs, and enhance community inclusion.

Adapted from PROTECTING RELIGIOUS FREEDOM: THE CAREGIVER'S RESPONSIBILIITY, by Thomas B. Hoeksema, Ph.D. Calvin College, April 1994

# *Module 2: Exploring an Individual's Spirituality*

# Looking For Indicators of an Interest in Spirituality

Spiritual beliefs are particular to the individual. They are expressive of a person's being and their progressive journey. It can be described as a journey of meaning, whether self-awareness, or oneness with the (their) world. It can be a journey of purpose, toward advancement of oneself or inward centeredness. Usually a spiritual discovery is about exploring those things that affect our being; joy and sorrows, peace and anxiety, happiness and grief, pain and wellness.

**An individual's spiritual interest may be expressed through**:

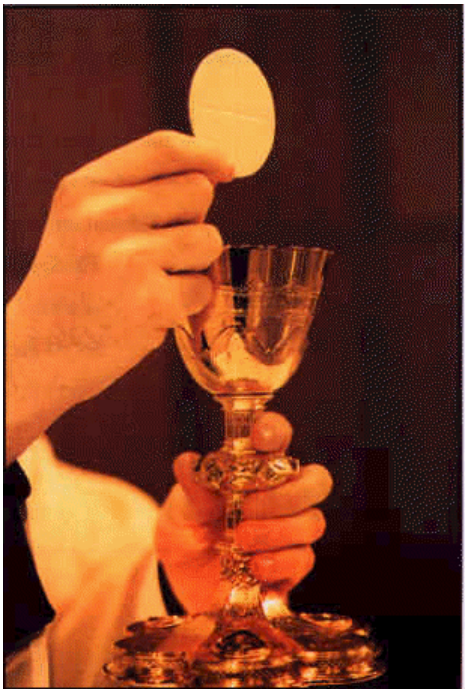
| | |
|---|---|
| ❖ Watching certain types of shows on television (i.e. religious, sports, movies)<br>❖ Listening to certain types of music (i.e. Christian, Pop, Country, R&B, Latin/Salsa)<br>❖ Celebrating religious and/or secular holidays/festivals<br>❖ Having quiet time alone<br>❖ Private devotions<br>❖ Dietary practices | ❖ Volunteer work<br>❖ Favorite/personal items<br>❖ Dancing<br>❖ Reading certain types of books (i.e. Holy Book (s), comics, novels)<br>❖ Community activities<br>❖ Sports<br>❖ Movies<br>❖ Entertainment<br>❖ Hobbies |

Not everyone can easily verbalize or communicate their interests, preferences, and values related to spirituality and faith. But this does not necessarily mean

that they have none. ***Silence should not automatically be interpreted as disinterest.*** When a person experiences substantial communication challenges or has had limited opportunities to explore this area of their lives, it is important to look for other indicators that offer hints of what he/she values. You might notice that a person seems to enjoy particular activities or his/her expression changes when a particular activity, person, or event is mentioned.

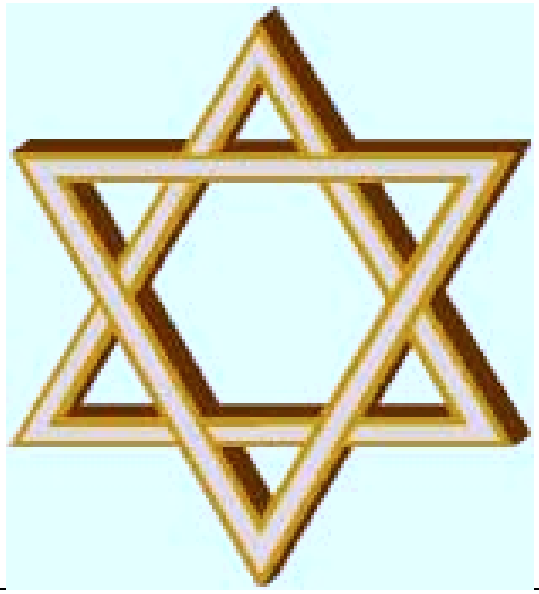
The symbols and/or pictures on the next pages provide some examples that will support your process for determining spiritual indicators of interest. The pages following the pictures are important guiding principles in exploring the individual's spiritual, religious and/or faith interests. Show pictures one at a time. Observe behavior or changes in expression. Note observations as needed.

# Catholic Indicators

| | |
|---|---|
| Altar Servers | |
| Eucharist |  |

| | |
|---|---|
| Crucifix | |
| Lighting Prayer Candles | |

# Judaism Indicators

| | |
|---|---|
| Star of David |  |
| Menorah | |

| | |
|---|---|
| Yarmulke and Prayer Shawl | |
| Ark and Scroll | |

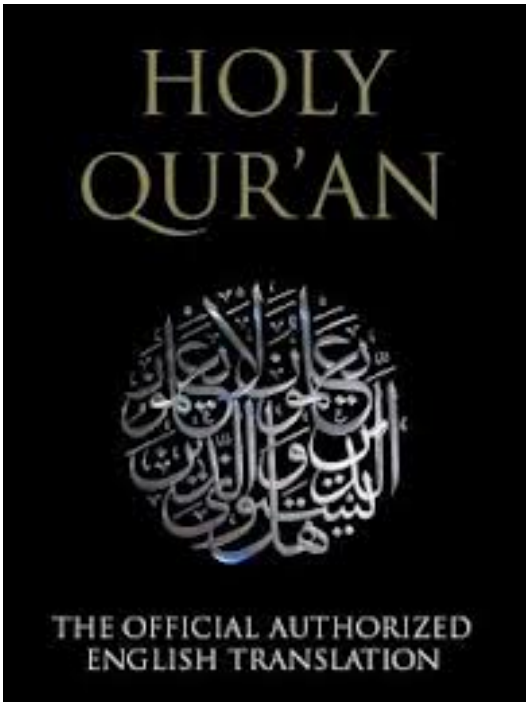
# Protestant Indicators

| | |
|---|---|
| Altar | |
| Church Sanctuary | |

| | |
|---|---|
| Communion Cups | |
| Holy Bible | |

# Islam Indicators

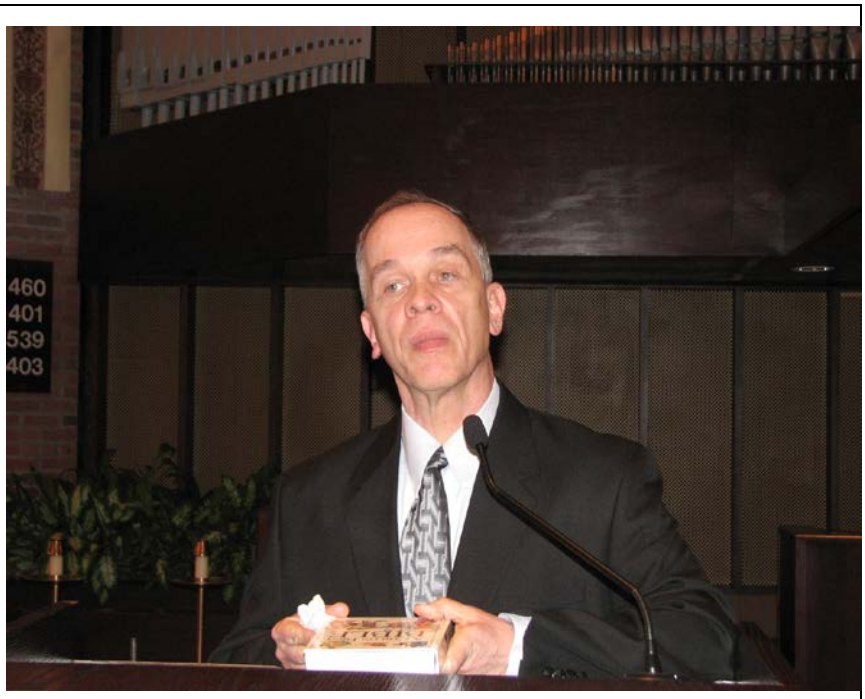
| | |
|---|---|
| A Muslim place of worship | |
| A Muslim Brother | |

| | |
|---|---|
| The QUR'AN |  |
| Prayer Rug | |

## Congregational Inclusion Activities

| | |
|---|---|
| Singing in the choir | |
| Praying | |

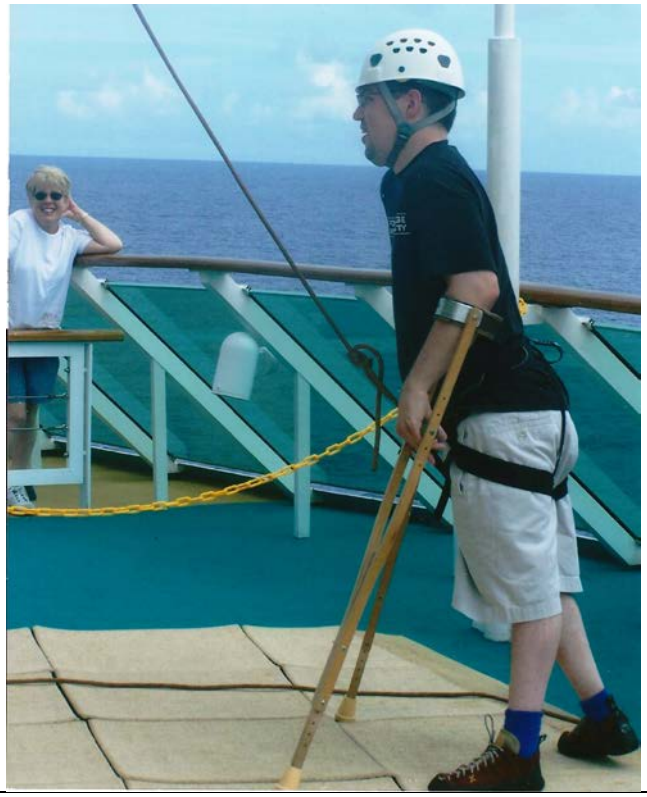
| | |
|---|---|
| Going to your church | |
| Church friends visiting you in your home | |

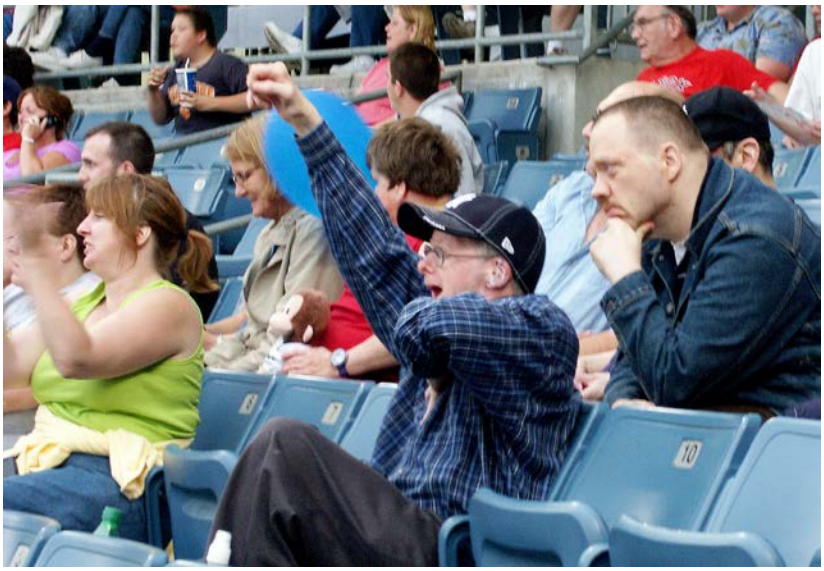
| | |
|---|---|
| Reading from the Scriptures in Worship Service |  |
| Celebrating Hanukkah | |

| | |
|---|---|
| Participating in your church | |
| Private Prayer in your home | |

## Social/Community Involvement

| | |
|---|---|
| Visiting community neighbors | |
| Getting married | |

| | |
|---|---|
| Going on a cruise |  |
| Making new friends | |

| | |
|---|---|
| Going to the theater | |
| Going to a game |  |

| | |
|---|---|
| Going shopping | |
| At work | |

| | |
|---|---|
| Doing volunteer work | |
| Graduating from Self Advocacy classes (SANYS University) | |

# Leisure activities

| | |
|---|---|
| Painting | |
| Acting | |

| | |
|---|---|
| Performing in concert | |
| At home reading | |

| | |
|---|---|
| Winter camping | |
| Summer boating | |

| | |
|---|---|
| Gardening | |
| Enjoying nature | |

| | |
|---|---|
| Enjoying picnics | |
| Enjoying Dancing | |

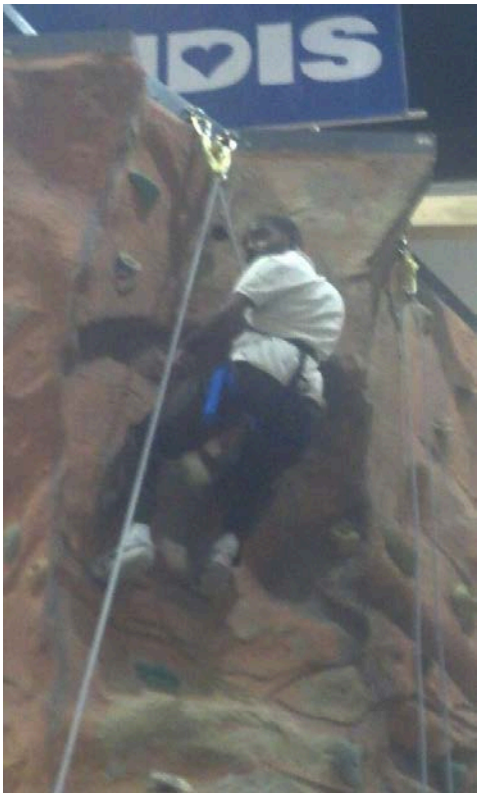
# Recreational Sports

| | |
|---|---|
| Baseball | |
| Bowling | |

| | |
|---|---|
| Playing Hockey | |
| Playing Chess | |

| | |
|---|---|
| Sledding | |
| Skiing | |

| | |
|---|---|
| Fishing | |
| Swimming | |

| | |
|---|---|
| Hiking | |
| Rock climbing |  |

# *Module 3: Faith Community and Other Social Connections*

# THE FIVE VALUED EXPERIENCES

"The five valued experiences provide a framework for assessing our ideals about the future. Increasing opportunity in these five areas of life is clearly the intended outcome of the Personal Futures Plan process." (O'Brien, J & Lyle, C. (n.d.).

**SHARING PLACES**: sharing the ordinary places of community life at the same time and in the same way as others

**BELONGING**: developing a wide, diverse range of relationships with people with and without disabilities

**BEING SOMEBODY**: being respected by others and seen as a valued person who has positive roles to play in life

**CHOOSING**: making choices, big and small, in all areas of your life

**CONTRIBUTING:** contributing your gifts, talents, passions, interests, ideas and opinions to others in the community

Lyle O'Brien, C & Mount, B. (2005). The Five Valued Experiences. In Edinburgh Development Group. Retrieved November 5, 2012, from http://www.edg-sco.org/files/Five_Valued_Experiences.pdf.

It is important for people to be heard, valued, included, and be part of something meaningful. With that in mind, building relationships using the listening skill of empathy helps us to understand one another. Empathy is the intellectual identification with or vicarious experiencing of the feelings, thoughts or attitudes of another person.

Support Staff should complete this exercise first. (please make an extra copy before beginning). This will give you a clear idea of what is important to you. You may write down your own choices in each category if ones listed do not define you.

Once you have identified what is important to you and what makes you happy. **Repeat the process for someone you know/support who has a developmental disability.**

1) What relationships are important to you? (Pick 4)

Family
Friends
Co-workers
Neighbors
Ethnic /cultural groups
Activity groups (sports, social clubs)
Religious groups

2) What places make you happy? (Pick 4):

Home place
Work place
Entertainment places (concerts, theatres,)
Community places (stores, malls, parks, fairs, houses of worship)
Recreational places (parks, playfields, sport arenas)
Educational places (schools, museums, libraries)

3) What things are important to you? (Pick 5)

Safety
Security
Employment
Health
Reliable Transportation
Apartment/House
Finances
Decision Making
Choice of food
Choice of clothing
Accessibility

4) What spiritual (well being) values are important to you? (Pick 8)

| | |
|---|---|
| Joy | Dignity |
| Helping others | Laughter |
| Social interaction | Friendships |
| Faith | Respect |
| Acceptance | Achievement |
| Contribution | Self-esteem |
| Love | Companionship |
| Courage | Ownership |
| Satisfaction | Creativity |
| Accomplishment | Quiet time |
| Physical fitness | Self-direction |
| Honesty | Freedom |
| Self discovery | Knowledge |
| Self sufficiency | Peace |

You have now identified the values for an individual you support. Fill out the following information (based on the individual you support) before proceeding to the next steps.

How could you use this information to develop faith community inclusion plans?

_____
_____
_____
_____
_____

How could you use this information for exploring an individual's spiritual opportunities?

_____
_____
_____
_____
_____

**Share Your Life and Your Journey**
**Be a Friend**
**Share your Interests and Associations**
**Take trips together**
**Go places**
**Share friends and family life**

Every local community and neighborhood has individuals, organizations and institutions where community members can go to seek advice, information and support. Many faith-based organizations provide a variety of natural supports to the communities and members they serve.

## Developing Natural Supports for Faith Community Inclusion

Houses of worship are natural supports for nurturing the spiritual growth of people in their community. The term "natural supports" refers to the resources that are part of community environments that can be used for supportive purposes. People with developmental disabilities have gifts and talents, but all too often are not provided the opportunities to share them. When presented with the opportunities, individuals with developmental disabilities may experience improved self-esteem, increase in meaningful friendships, and a greater sense of belonging through their connection with the faith community.

**"My church is very welcoming. It has a warm setting where I feel I have friends and family in the congregation that I can turn to. The people in my congregation don't treat me any differently than they would treat anyone else. They listen to me. They come up to me and talk with me. I even have a best friend I met through church. She emails me and I email her back." (Kelly Barnes)*

*Carter, Erik W. "Including people with disabilities in faith communities: a guide for service providers, families, and congregations", 2007

When looking for natural supports in the faith community, it is important to consider the goal which is for individuals to become valued and active participants of their congregation. Additionally, it is hopeful that the faith community will welcome, support, and utilize the gifts and talents of individuals to become valued members of their chosen congregation.

**When looking for an opportunity to encourage natural supports within a house of worship, here are some questions to consider:**

- Does the house of worship welcome an opportunity for disability awareness and education?
- Does the congregation offer opportunities for developing relationships?
- Do they offer a mentoring program or support group?
- What types of activities/outreach ministries exist that can be mutually rewarding and meaningful to all parties (i.e. consistent with an individual's talents, gifts, and interests)?
- Does the congregation offer activities that can be a means of recreation and socializing?
- Does the congregation already have a "ride/share" list of members who are willing to provide transportation to services as well as other related social activities?
- Does the house of worship or any members have a van (lift equipped) to support individuals with a physical disability?

## Ways to create opportunities for individuals to be part of a natural support system:

- Provide educational and listening forums for faith communities by working with individuals, families, and self advocates

- Help develop "Circles of Support" from those people already in the life of the individual, including current acquaintances, friends or volunteers

- Plan ways to help people to get to "know" the individual such as meet and greet opportunities, invitations to dinner or game night, etc.

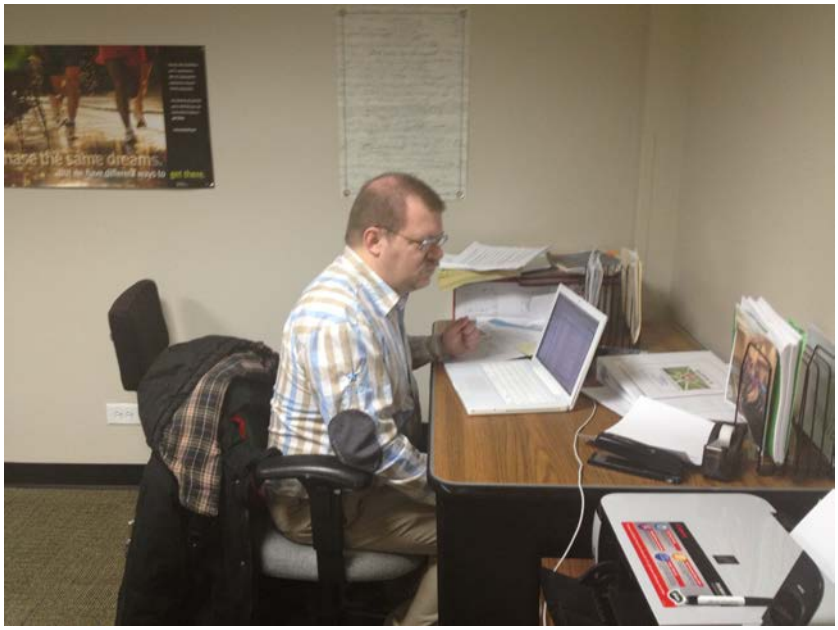
- Organize or utilize community networks

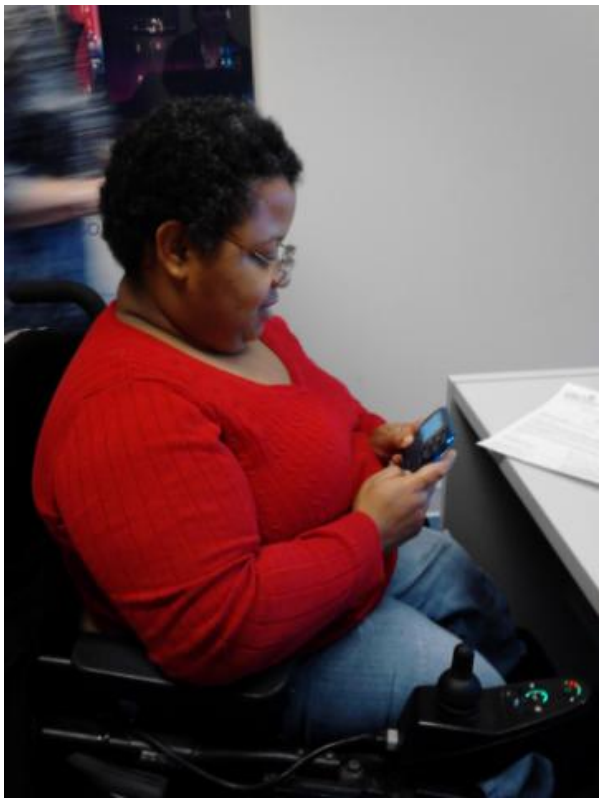
- Think about ways to nurture relationships such as events that can provide a "connection" for meeting people and developing new friendships; (i.e. participating in a fundraising walk, playing a sport, joining a committee, or just being a "regular") so you may be missed if you are not there

Social networks available on the internet offer many of the same benefits for expanding natural supports in a virtual community. Internet communication has many advantages, particularly for people with developmental disabilities who are isolated, as it is a means of communicating. Social networks create opportunities to form and maintain community relationships.

Social networking is not a substitute for engaging with people, but rather a means to connect with individuals as a first step to building relationships. These types of networks provide 24 hour communication access, social networking sites have made it easier for people to meet, coordinate events, and increase relationship building and community involvement. Through these connections, individuals and congregations can increase communication with community resources and increase opportunities for individuals to be involved.

Please review the pictures on the following pages and identify current social networking opportunities as well as future potential opportunities based on the individual's interests.

| | |
|---|---|
| Social Networking Websites | |
| Reading Email |  |

| | |
|---|---|
| Texting friends |  |
| Catching up on Facebook | |

# *Module 4: Enhancing Personal Outcomes*

# Enhancing Personal Outcomes

- Actively ask people about their spirituality and how they would like to express it. Go beyond the simple question of "what religion are you" to try to understand not only the denomination, but also the ways in which people practice religion.

- Support a person who expresses an interest in spirituality, but who does not already have a religious affiliation, to explore different options within the community. There are many, many different types of religious communities, and many people who have been segregated from the community for much of their lives may not be aware of all the possibilities.

- Assure that people become members of their house of worship and have their names and pictures added to the membership directory.

- Assist people to participate in the life of the congregation by taking a role in the regular service or volunteering for special events.

- Assist people in making financial contributions to their religious community.

- Expect the congregation and its leader to accept people with disabilities into the congregation as a matter of course, not expecting any different or charitable acts.

- Support people to learn the rituals, routines, and expectations for members of the specific congregation so that the person will know what to do in different circumstances.

- If the first congregation does not work out, try another. Congregations are like any other association – some are warm, welcoming, and open and others are more closed and restrictive.

- Honor the need and/or desire to practice spiritual rituals or follow religious rules within the person's home.

- If a person chooses not to practice any religion, respect and honor that decision.

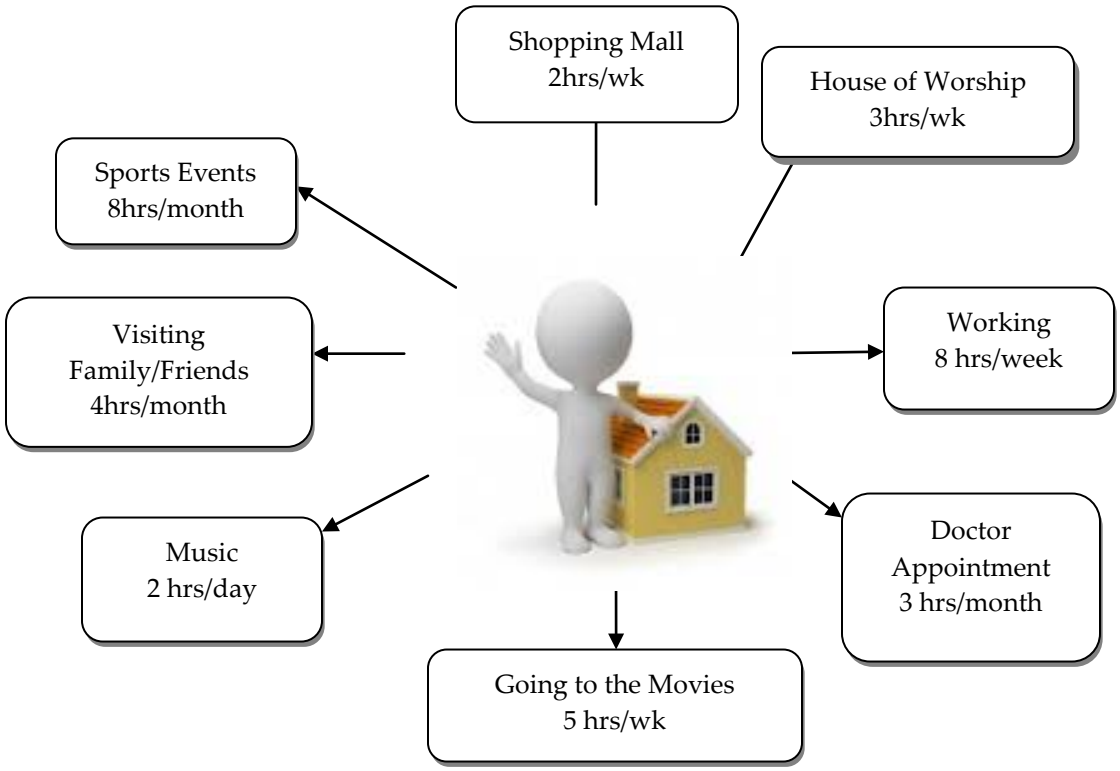
- Support staff members to respect and honor the spiritual needs and expressions of the people they support. Religion is often a topic of debate and people must feel free to follow whatever spiritual course they want.

2007 The Council on Quality and Leadership 100 West Road, Suite 406 Towson, MD 21204
410.583.0060 www.c-q-l.org

# Community Relationship Mapping
# "Ways to build relationships"

Community relationship mapping helps to identify how a person likes to spend his/her time. By gathering information regarding the places the individual spends time at, the amount of time spent, and frequency of visits, we are able to see where a person has their most positive, or negative, experiences.

Please see the community map example below as a reference. First, fill out the choice map on the next page. Then, use the blank community map on page 53 to help the individual identify their own community relationships. You can use some of the ideas pictured on the previous pages or ask the individual to identify some of their own. With that information, we can help the individual build resources so that he/she has better opportunities to build or enhance community relationships for further community inclusion.



# Choice Map
## (Indicate the choices the person makes for each section)

| | Prefer to do this alone | Prefer to do this with others (Ask who they like/would like to do this with) |
|---|---|---|
| **Day to Day Activities**<br>❖ Doctor visits<br>❖ Banking<br>❖ Post office<br>❖ Work<br>❖ Grocery shopping | | |
| **Fun Activities**<br>❖ Visiting Family/Friends<br>❖ Shopping at the mall<br>❖ Entertainment<br>❖ Sporting events<br>❖ Going out to dinner | | |
| **Things you would like to do/explore**<br>❖ Social networking<br>❖ Community volunteering<br>❖ Membership at a house of worship, bowling league, craft club, reading club<br>❖ Certain sports, arts/crafts, reading,etc | | |

# *Module 5: Creating a Spiritual Inclusion Plan*

# Exploring an Individual's Spiritual/Religious/Faith Interest

## About the Individualized Service Plan (ISP)

**Section I:**

**The Narrative** has 3 segments that provide information about the individual. It includes selected person centered information about the person discovered during the planning process.

**The Profile:** may include selected person-centered information about the person discovered during the planning process. For example, abilities, skills, preferences, relationships, health, cultural traditions, community service and valued roles, spirituality, career, challenges, needs, pertinent clinical information, or other information that affects how supports and services will be provided.

**The Valued Outcome:** will address the information we have gathered from exploration of individual's interests and choices.

**The Safeguards:** will list the individualized supports needed to keep the person safe from harm and the actions to be taken when the health or welfare of the person is at risk. Fire safety and evacuation ability is required. In addition, the following areas should be considered: chronic medical conditions, allergies, ability to self-administer medications, special dietary needs, ability to manage finances, ability to give consent, level of supervision required in home and community, ability to travel independently, and safety awareness.

## Section 2: The person's Individualized Service Environment

**Natural Supports and Community Resources:** List people, groups or organizations that are a resource to the person. For example family, friends, neighbors, associations, community centers, spiritual, school groups, volunteer services, self-help groups, clubs, etc. Include the name of the person, place or organization and a brief statement about what is being done to help the person. Assistance related to achieving a Valued Outcome should be noted.

## Guiding Principles

Because there are many different ways to discover what a person wants for their life, this guide gives you the latitude to choose the best way to gather information for a particular person.

How do we support the interests, choices, and future planning for people with disabilities, including those related to faith and spirituality?

- It is important to plan. Areas like faith, spirituality, and congregational participation must be addressed on purpose or they get overlooked too easily. Studies show that faith and spirituality are important in the lives of many Americans. One purpose of this guide is to ensure that this dimension of the lives of people with disabilities is always considered within the planning process.

- It is okay to talk about and work on spirituality. For a variety of reasons, some people are sometimes hesitant to address this aspect of people's lives. The charge is to identify the services, supports, and connections a person needs to live a quality life and includes faith and spiritual interest. Faith and spirituality are areas in which people with developmental disabilities may want and need support. In fact, religious preference is a domain that is already listed in the Individualized Service Plan (ISP).

- There is no single right way. For some individuals, identifying their valued outcomes simply involves asking them. For others, it will take some careful and thoughtful steps to discover their valued outcomes. When a person experiences communication challenges or has never been given the chance to explore this area, they may not start a conversation on their own. When a person has difficulty communicating and/or has had few opportunities in the past to explore this aspect of their lives, it can take time to figure out their preferences.

- Spiritual assessment and expression are ongoing. Spirituality is a journey. It is an ongoing process as people's values and preferences sometimes deepen or change over time.

- THE GOAL…. to support people in making their own choices about what is important for their own lives.

## Gathering Input from Parents, Family Members, Other Relatives, or Friends

Family members,including parents, grandparents, siblings, or close friends who are "directly involved"with the individual, may be able to offer unique insight into the importance of faith and spirituality to a person's life, as well as the ways that they have been or would like to be involved in a congregation (e.g., church, mosque, parish, synagogue, or temple, etc.). Consider inviting family members or close friends to share their perspectives on the types of congregational involvement a person might desire and the supports, services, and connections that would be needed to make it happen. The questions included on the attached questionnaire can be raised during a planning meeting, asked over the telephone, or sent by mail.

# Questionnaire for Family/Friends

We are committed to making sure that people are supported in participating in a congregation/community and expressing their spirituality and faith interests in ways that are important to them. To help us better understand the spiritual needs and strengths of the individual —as well as whether and how they are interested in being part of their community—we are asking for input and insight from others who might know them well. Answer the following questions to the best of your knowledge.

1. Are there particular faith traditions, religious practices, or forms of spiritual expression that you think are important to him or her? (i.e. religious, sports, entertainment, volunteer)

2. Are there things that the individual does that suggest to you an interest in being involved in congregation/community activities?

| | |
|---|---|
| ❖ Watching certain types of shows on television (i.e. religious, sports, movies)<br>❖ Listening to certain types of music (i.e. Christian, Pop, Country, R&B, Latin/Salsa)<br>❖ Celebrating religious and/or secular holidays/festivals<br>❖ Having quiet time alone<br>❖ Private devotions<br>❖ Dietary practices | ❖ Volunteer work<br>❖ Dancing<br>❖ Reading certain types of books (i.e. Holy Book (s), comic, novels)<br>❖ Community activities<br>❖ Sports<br>❖ Movies<br>❖ Entertainment<br>❖ Hobbies |

3. Does your child/sibling attend any particular house of worship or community activity regularly? ❑ Yes ❑ No ❑ I don't know

4. What type of activity? _____

For how long? _____

5. What kinds of things does he/she do in the congregation or community? _

_____

_____

6. How does he/she get there? _____

7. Does he/she seem to enjoy attending these events?_____

_____

8. What type of help or support does he/she need to attend?_____

_____

9. What types of sports/recreational activities does he/she like to do that may build relationships in the congregation and/or community? _____

_____

_____

10. Is there anything else we should know about supporting the congregation and/or community in your child's/sibling's/friend's life?

# Gathering Input from Service Providers

We are committed to making sure that the individuals we serve are supported in participating in a congregation and expressing their spirituality in ways that are important to them. To help us better understand whether this area is a personal valued outcome or a goal that the person would like to accomplish, as well as whether and how they are interested in being part of a faith community, we are asking for input and insight from some of the following persons; Direct Support Professional, Community Habilitation Specialist, Residential Habilitation Specialist, Day Habilitation Specialist, House/Unit Supervisor who might know them well.

(**Note):** Use this tool to speak with at least one if not more support staff who work with this individual and answer the following questions to the best of your knowledge.)

1. Are there particular faith traditions, religious practices, or forms of spiritual expression that you think are important to him or her? (i.e. religious, sports, entertainment, volunteer)

2. Are there things that the individual does that suggest to you an interest in being involved in congregation/community activities

| | |
|---|---|
| ❖ Watching certain types of shows on television (i.e. religious, sports, movies)<br>❖ Listening to certain types of music (i.e. Christian, Pop, Country, R&B, Latin/Salsa)<br>❖ Celebrating religious and/or secular holidays/festivals<br>❖ Having quiet time alone<br>❖ Private devotions<br>❖ Dietary practices | ❖ Volunteer work<br>❖ Dancing<br>❖ Reading certain types of books (i.e. Holy Book (s), comic, novels)<br>❖ Community activities<br>❖ Sports<br>❖ Movies<br>❖ Entertainment |

3. Does the individual attend any particular house of worship or community activity regularly? ❑ Yes ❑ No ❑ I don't know

4. What type of activity? _____

For how long? _____

5. What kinds of things does he/she do in the congregation or community?

_____

_____

6. How does he/she get there? _____

7. Does he/she seem to enjoy attending these events? _____

_____

8. What type of help or support does he/she need to attend? _____

_____

9. What types of sports/recreational activities does he/she like to do that may build relationships in the congregation and/or community? _____

_____

_____

_____

_____

10. Is there anything else we should know about supporting the congregation and/or community in this individual's life?

# Simple Conversation Starters for People with Disabilities:

# About Faith/Religion Inclusion

The best starting place for finding out about a person and what is important to them is by asking the person. Below are a few simple questions Service Coordinators, Advocates, or others might use to start this conversation prior to or as part of a planning meeting. The answers people share can help you complete the valued outcome section of the ISP. Is this an important part of their lives? Do they want it to be? Are they currently involved in a faith community? Do they want to be? Are there other ways they express their spirituality? What help do they need to make these things happen? Adapt or add to these questions as needed to make sure the wording is understandable to the person. Remember that people talk about their faith communities (e.g., church, congregation, mosque, synagogue, temple) and their spirituality (e.g., beliefs, faith, religion, etc.) using different language. Find out what words are understandable to the person with whom you are talking.

You may also show the individual pictorials to observe changes in facial expressions or assist the person in understanding what you are asking. While these pictures are intended to facilitate assessments with persons who are non-verbal, it could certainly be beneficial as a supplement to guided conversations as well.

Another way to use art as a way to identify indicators of faith interest or areas of spiritual interest is to present the person with blank paper and a pencil or crayons and ask them to draw what they think about when you use the words "God" or "religion". Using music as a method for observing responsiveness is an additional way to see if an individual might be interested in religious activities. Consider taking the individual to a music store to listen to christian music.

The following are examples of questions that could be asked about an individual's interest in being part of a Congregation **(use pages 17-43)**:

1. Have you ever gone to a church, mosque, synagogue, or temple in the past?

☐Yes ☐No

2. Do you currently attend a church, mosque, synagogue, or temple?

☐Yes ☐No*

***If answered no to question 2, go to question 11**

**3. If yes,** where? _____

Do you like to go to a house of worship? ☐Yes ☐No

4. Who do you go with?_____
(relationship)

5. How do you get there?_____(staff, family member, circle of support, church member)

6. Are you happy there? ☐Yes ☐No

7. How often do you go there?_____(weekly, monthly, annual, religious/holiday celebrations)

8. What do you like most/best about going there?_____
_____

9. Who are some of your friends there? _____
_____
_____

10. Do you wish you could do more things there? ☐Yes ☐No

11. **If no**, what faith, if any, would be your faith of choice?_____
_____
_____

12. If you have attended in the past, why did you stop going?_____
_____
_____
_____

13. Would you like to attend if provided the opportunity? ☐Yes ☐No

14. Are there activities you would like to participate in? ☐Yes ☐No

15. If yes, what are they? _____
_____
_____

16. Who would you like to go with? _____
_____

17. How often would you like to go?_____
_____

18. Are there things you do at home (or other places) to feel close to God or show your faith? ☐Yes ☐No

19. If yes, what do you do? _____

_____

_____

20. If no, are there some things you'd like to do?
Describe _____

_____

_____

21. Do you want someone to help you do these things? ☐Yes ☐No

If yes, who? _____

_____

_____

The following are examples of questions that could be asked about an individual's interest in being part of their community:

1. Do you participate in your community ?

☐Yes ☐No

2. What activities do you like

☐ watching sports ☐ entertainment ☐ activities

3. Do you have friends in your community?

☐Yes ☐No

*If no go to question 5

4. Who are some of your friends there? _____

_____

_____

5. Would you like to make friends in the community to share in your activities?

☐Yes ☐No

6. Do you wish you could do more things on your own or with friends?

☐Yes ☐No

7. Do you wish you had more opportunities to participate in community activities?

☐Yes ☐No

8. Do you want someone to help you meet friends and do more things in your community?

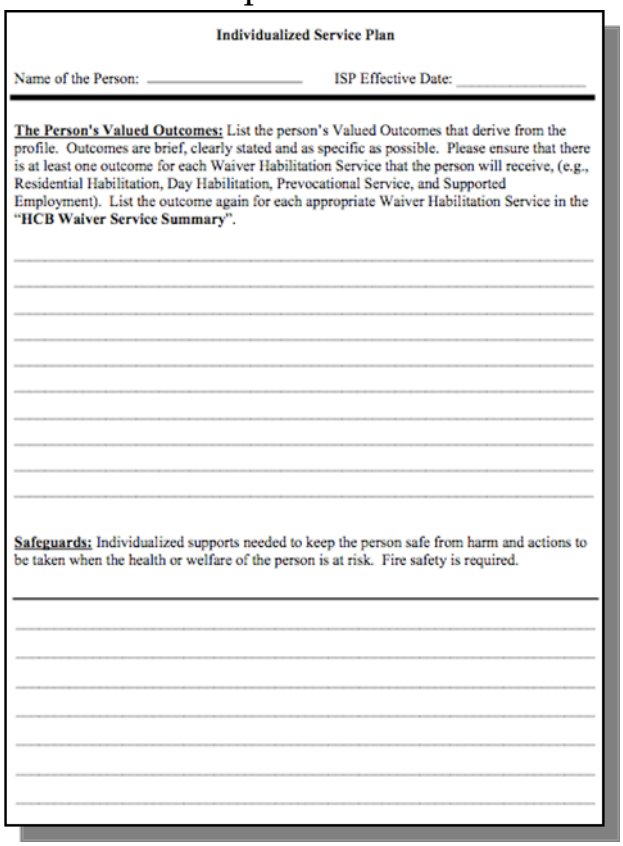
☐Yes ☐No

## Including Faith/Spirituality in a Person's Profile

The narrative section of the ISP is the starting point for discussion and exploration of congregational inclusion and spirituality. Finding out about a person's values, cultural traditions, preferences, and interests in the area of faith and spirituality is an important and necessary part of gathering information for meaningful life planning. Although the information that is actually listed on the profile should be determined by the individual, here are some examples of how references to spirituality and faith might be included in the Profile section of the ISP.

## Examples of Valued Outcomes

A valued outcome is a reflection of a person's needs, wants, or aspirations. What might a valued outcome in the area of congregational and/or involvement look like? It will look different for every person. But here are some examples:



**Individualized Service Plan**

Name of the Person: _____ ISP Effective Date: _____

**The Person's Valued Outcomes:** List the person's Valued Outcomes that derive from the profile. Outcomes are brief, clearly stated and as specific as possible. Please ensure that there is at least one outcome for each Waiver Habilitation Service that the person will receive, (e.g., Residential Habilitation, Day Habilitation, Prevocational Service, and Supported Employment). List the outcome again for each appropriate Waiver Habilitation Service in the "**HCB Waiver Service Summary**".

**Safeguards:** Individualized supports needed to keep the person safe from harm and actions to be taken when the health or welfare of the person is at risk. Fire safety is required.

- Marissa would like to be more connected to the synagogue she attended when she was younger.
- Javier wants to find a new place to attend worship services.
- Bob will enhance his natural support system through increased involvement in the church of his choice.
- Erik's spiritual needs will be addressed by pursuing connections to God through nature.
- Malika would like to participate in her community by seeking opportunities to contribute her musical skills at church.

# Planning for Spiritual Development with Valued Outcomes

You now have gathered information from various sources concerning the spiritual aspects of this individual's life. What are your next steps?

**COMMUNITY PRESENCE:**
How can we increase the presence of a person in local community life?

**PROMOTING CHOICE**
How can we help people have more control and choice in life?

**COMMUNITY PARTICIPATION:**
How can we expand and deepen people's friendships?

**SUPPORTING CONTRIBUTION**:
How can we assist people to develop more competencies and contribute their unique gifts?

**VALUED ROLES**:
How can we enhance the reputation people have and increase the number of valued ways people can contribute?

O'Brien, J & Lyle, C. (n.d.). The Five Accomplishments Provide A Guide For The Development Of A Personal Vision. In PAL. Retrieved November 5, 2012, from http://www.pal-ri.org/documents/JohnOBriens_5_accomplishments.pdf.

## Identifying Needs, Supports, and Services

What kind of help will people need to achieve their valued outcomes in the area of congregational/community inclusion? What skills might a person learn? What supports would be helpful? What connections should be made? For every valued outcome identified by a person, a written plan must address the steps that will be taken to help them achieve those personal interests and aspiration. Below are some examples of skills, supports, and connections that might be addressed as part of a meaningful support plan.

| Community Living Skills | Supporting Community Participation |
|---|---|
| ❖ Interacting with friends from congregation/community<br>❖ Arranging travel and meeting places to socialize with family/friends<br>❖ Learning good grooming/attire habits that match social expectations<br>❖ Contributing to community groups causes of choice<br>❖ Developing social interaction skills to participate in community | ❖ Providing or arranging rides to and from congregational worship /community activities<br>❖ Identifying family/friends and others to become a community circle of support<br>❖ Developing a behavioral support plan that will embrace learning skills for social involvement in congregational/community activities<br>❖ Providing community habilitation specialist/support staff to assist individuals to build community relationships<br>❖ Identifying/growing skills that will enhance individuals to become valued members in their community<br>❖ Developing an emergency plan for getting to or from services/activities when plans fall through |

# Spiritual Inclusion Planning Tool

*This resource tool will help you focus on the processes for identifying faith and spiritual interest. When you complete this form you will have a better idea of how to insert this information into the ISP format.

Individual's Name: _____

Date _____/_____/_____

Plan Writer:_____

## Faith Community Inclusion

Please briefly describe the valued outcome, goal, and or activities for this plan:

What types of exploration activities should be considered for faith inclusion?

(complete new sheet for each valued outcome)

# Community Inclusion

Please briefly describe the valued outcome, goal, and or activities for this plan:

What types of exploration activities should be considered for community inclusion ?

(complete new sheet for each valued outcome)

Will transportation need to be arranged or provided? ❑ No ❑ Yes

Transportation plan: _____

_____

_____

_____

Will direct support from staff need to be provided? ❑ No ❑ Yes

Staffing plan_____

_____

Backup plan_____

_____

_____

Will a behavior support plan need to be developed? ❑ No ❑ Yes

Behavior Support Plan:_____

_____

_____

_____

# *Accessibility Information*

## Building Accessibility Questions

Parking: Yes_____ No_____ Ramps: Yes_____ No _____

Door widths appropriate for wheel chair access: Yes_____ No _____

Seating accommodations for wheel chair/walker access: Yes____ No____

Hearing adaptations: Yes ____ No _____

Large print information: Yes _____ No____

Rest room accommodations: Yes ____ No _____

Water fountains accessible for wheel chair: Yes _____ No _____

**Entire American Disabilities Act Checklist for Accessibility can be found at the end of this guide**

## Contact Information

Name of house of worship/community organization: _____
_____

Address: _____

Organization leader: _____

Contact person: _____

Phone Number: _____

Email: _____

Internet Page: _____

# Checklist for Existing Facilities version 2.1

## The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal

August 1995

ADA TITLE III COMPLIANCE MATERIALS

*To obtain additional copies of this* **checklist,** *contact your Disability and Business Technical Assistance Center. To be automaticallly 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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# 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 | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Priority 1 Accessible Approach/Entrance**<br>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)**<br>Is there a route of travel that does not require the use of stairs? | ☐ | ☐ | ☐ Add a ramp if the route of travel is interrupted by stairs.<br>☐ Add an alternative route on level ground. |
| Is the route of travel stable, firm and slip-resistant? | ☐ | ☐ | ☐ Repair uneven paving.<br>☐ Fill small bumps and breaks with beveled patches.<br>☐ Replace gravel with hard top. |
| Is the route at least 36 inches wide? | ☐ | ☐ | ☐ Change or move landscaping, furnishings, or other features that narrow the route of travel.<br>☐ Widen route. |
| Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?<br>**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. | ☐ | ☐ | ☐ Move or remove protruding objects.<br>☐ Add a cane-detectable base that extends to the ground.<br>☐ Place a cane-detectable object on the ground underneath as a warning barrier. |
| Do curbs on the route have curb cuts at drives, parking, and drop-offs? | ☐ | ☐ | ☐ Install curb cut.<br>☐ Add small ramp up to curb. |
| **Ramps (ADAAG 4.8)**<br>Are the slopes of ramps no greater than 1:12?<br>**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. | ☐ | ☐ | ☐ Lengthen ramp to decrease slope.<br>☐ Relocate ramp.<br>☐ If available space is limited, reconfigure ramp to include switchbacks. |

| QUESTIONS | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Ramps, continued**<br>Do all ramps longer than 6 feet have railings on both sides? | ☐ | ☐ | ☐ Add railings. |
| Are railings sturdy, and between 34 and 38 inches high? | ☐ | ☐ | ☐ Adjust height of railing if not between 30 and 38 inches.<br>☐ Secure handrails in fixtures. |
| Is the width between railings or curbs at least 36 inches? | ☐ | ☐ | ☐ Relocate the railings.<br>☐ Widen the ramp. |
| Are ramps non-slip? | ☐ | ☐ | ☐ Add non-slip surface material. |
| 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? | ☐ | ☐ | ☐ Remodel or relocate ramp. |
| Does the ramp rise no more than 30 inches between landings? | ☐ | ☐ | ☐ Remodel or relocate ramp. |
| **Parking and Drop-Off Areas (ADAAG 4.6)**<br>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):<br>**Total spaces** — **Accessible**<br>1 to 25 — 1 space<br>26 to 50 — 2 spaces<br>51 to 75 — 3 spaces<br>76 to 100 — 4 spaces | ☐ | ☐ | ☐ Reconfigure a reasonable number of spaces by repainting stripes. |
| Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?<br>**At least one of every 8 accessible spaces** must be van-accessible (with a minimum of one van-accessible space in all cases). | ☐ | ☐ | ☐ Reconfigure to provide van-accessible space(s). |

number of accessible spaces

Note widths of existing accessible spaces:

height

width

length

rise

width/ vertical clearance

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

clear opening

clear space

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| QUESTIONS | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Entrance, continued** | | | |
| Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high? | ☐ | ☐ | ☐ If there is a single step with a rise of 6 inches or less, add a short ramp.<br>☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp. |
| | height | | |
| If provided, are carpeting or mats a maximum of 1/2-inch high? | ☐ | ☐ | ☐ Replace or remove mats. |
| | height | | |
| Are edges securely installed to minimize tripping hazards? | ☐ | ☐ | ☐ Secure carpeting or mats at edges. |
| Is the door handle no higher than 48 inches and operable with a closed fist? | ☐ | ☐ | ☐ Lower handle.<br>☐ Replace inaccessible knob with a lever or loop handle.<br>☐ Retrofit with an add-on lever extension. |
| | height | | |
| **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. | | | |
| Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for *interior* doors)? | ☐ | ☐ | ☐ Adjust the door closers and oil the hinges.<br>☐ Install power-assisted or automatic door openers.<br>☐ Install lighter doors. |
| | force | | |
| **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. | | | |
| If the door has a closer, does it take at least 3 seconds to close? | ☐ | ☐ | ☐ Adjust door closer. |
| | seconds | | |

| QUESTIONS | Yes | No | 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? | ☐ | ☐ | ☐ Add ramps or lifts. ☐ Make another entrance accessible. |
| Are all public spaces on an accessible route of travel? | ☐ | ☐ | ☐ 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? | ☐ ☐ width | | ☐ 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? | ☐ ☐ width | | ☐ Rearrange furnishings, displays, and equipment. |
| **Doors (ADAAG 4.13)** Do doors into public spaces have at least a 32-inch clear opening? | ☐ ☐ clear opening | | ☐ Install offset (swing-clear) hinges. ☐ 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? | ☐ ☐ clear space | | ☐ Reverse the door swing if it is safe to do so. ☐ Move or remove obstructing partitions. |
| Can doors be opened without too much force (5 lbf maximum for interior doors)? | ☐ ☐ force | | ☐ Adjust or replace closers. ☐ Install lighter doors. ☐ Install power-assisted or automatic door openers. |
| Are door handles 48 inches high or less and operable with a closed fist? | ☐ ☐ height | | ☐ Lower handles. ☐ Replace inaccessible knobs or latches with lever or loop handles. ☐ Retrofit with add-on levers. ☐ 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? | ☐ ☐ height | | ☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp. ☐ If between 1/4- aand 3/4-inch high, add bevels to both sides. |


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| QUESTIONS | Yes | No | | POSSIBLE SOLUTIONS |
|---|---|---|---|---|
| **Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)** Are all aisles and pathways to materials and services at least 36 inches wide? | ☐ | ☐ | width | ☐ Rearrange furnishings and fixtures to clear aisles. |
| Is there a 5-foot circle or T-shaped space for turning a wheelchair completely? | ☐ | ☐ | width | ☐ Rearrange furnishings to clear more room. |
| Is carpeting low-pile, tightly woven, and securely attached along edges? | ☐ | ☐ | | ☐ Secure edges on all sides.<br>☐ Replace carpeting. |
| 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)? | ☐ | ☐ | height/ protrusion | ☐ Remove obstacles.<br>☐ Install furnishings, planters, or other cane-detectable barriers underneath. |
| **Emergency Egress (ADAAG 4.28)** If emergency systems are provided, do they have both flashing lights and audible signals? | ☐ | ☐ | | ☐ Install visible and audible alarms.<br>☐ Provide portable devices. |
| **Signage for Goods and Services (ADAAG 4.30)** Different requirements apply to different types of signs. | | | | |
| 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? | ☐ | ☐ | | ☐ 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.) |
| • Signs mounted with centerline 60 inches from floor. | Y ☐ | N ☐ | height | |
| • Mounted on wall adjacent to latch side of door, or as close as possible. | ☐ | ☐ | | |
| • Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits). | ☐ | ☐ | character height | |
| • Brailled text of the same information. | ☐ | ☐ | | |
| • If pictogram is used, it must be accompanied by raised characters and braille. | ☐ | ☐ | | |

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| QUESTIONS | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Directional and Informational Signage**<br>The following questions apply to directional and informational signs that fall under Priority 2. | | | |
| If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish? | ☐ | ☐ | ☐ Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish. |
| | letter height | | |
| Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.) | ☐ | ☐ | ☐ Review requirements and replace signs as needed. |
| **Controls (ADAAG 4.27)**<br>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? | ☐ | ☐ | ☐ Relocate controls. |
| | height | | |
| **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. | | | |
| Are they operable with a closed fist? | ☐ | ☐ | ☐ Replace controls. |
| **Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)**<br>Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide? | ☐ | ☐ | ☐ Rearrange chairs or tables to provide 36-inch aisles. |
| | width | | |
| Are the spaces for wheelchair seating distributed throughout? | ☐ | ☐ | ☐ Rearrange tables to allow room for wheelchairs in seating areas throughout the area.<br>☐ Remove some fixed seating. |
| Are the tops of tables or counters between 28 and 34 inches high? | ☐ | ☐ | ☐ Lower part or all of high surface.<br>☐ Provide auxiliary table or counter. |
| | height | | |
| Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep? | ☐ | ☐ | ☐ Replace or raise tables. |
| | height/ width/ depth | | |


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

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| QUESTIONS | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Elevators, continued**<br>Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters? | ☐ | ☐ | ☐ Install tactile signs to identify floor numbers, at a height of 60 inches from floor. |
| If an emergency intercom is provided, is it usable without voice communication? | ☐ | ☐ | ☐ Modify communication system. |
| Is the emergency intercom identified by braille and raised letters? | ☐ | ☐ | ☐ Add tactile identification. |
| **Lifts (ADAAG 4.2, 4.11)**<br>Can the lift be used without assistance? If not, is a call button provided? | ☐ | ☐ | ☐ At each stopping level, post clear instructions for use of the lift.<br>☐ Provide a call button. |
| 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? | ☐ | ☐ | ☐ Rearrange furnishings and equipment to clear more space. |
| Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)? | ☐ | ☐ | ☐ Move controls. |

Priority 3

## Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

| | | | |
|---|---|---|---|
| **Getting to the Rest Rooms (ADAAG 4.1)**<br>If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible? | ☐ | ☐ | ☐ Reconfigure rest room.<br>☐ Combine rest rooms to create one unisex accessible rest room. |
| Are there signs at inaccessible rest rooms that give directions to accessible ones? | ☐ | ☐ | ☐ Install accessible signs. |
| **Doorways and Passages (ADAAG 4.2, 4.13, 4.30)**<br>Is there tactile signage identifying rest rooms?<br><br>**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. | ☐ | ☐ | ☐ Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself). |



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| QUESTIONS | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Doorways and Passages, continued**<br>Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them? | ☐ | ☐ | ☐ If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol. |
| Is the doorway at least 32 inches clear? | ☐ ☐<br>clear width | | ☐ Install offset (swing-clear) hinges.<br>☐ Widen the doorway. |
| Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less? | ☐ ☐<br>height | | ☐ Lower handles.<br>☐ Replace knobs or latches with lever or loop handles.<br>☐ Add lever extensions.<br>☐ Install power-assisted or automatic door openers. |
| Can doors be opened easily (5 lbf maximum force)? | ☐ ☐<br>force | | ☐ Adjust or replace closers.<br>☐ Install lighter doors.<br>☐ Install power-assisted or automatic door openers. |
| Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?<br><br>**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. | ☐ ☐<br>clear width | | ☐ Rearrange furnishings such as chairs and trash cans.<br>☐ Remove inner door if there is a vestibule with two doors.<br>☐ Move or remove obstructing partitions. |
| Is there a 36-inch-wide path to all fixtures? | ☐ ☐<br>width | | ☐ Remove obstructions. |
| **Stalls (ADAAG 4.17)**<br>Is the stall door operable with a closed fist, inside and out? | ☐ | ☐ | ☐ Replace inaccessible knobs with lever or loop handles.<br>☐ Add lever extensions. |
| 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)? | ☐ ☐<br>length/ width | | ☐ Move or remove partitions.<br>☐ Reverse the door swing if it is safe to do so. |

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| QUESTIONS | Yes | No | POSSIBLE SOLUTIONS |
|---|---|---|---|
| **Stalls, continued**<br>In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet? | ☐ | ☐ | ☐ Add grab bars. |
| Is the toilet seat 17 to 19 inches high? | ☐ ☐ ☐ height | | ☐ Add raised seat. |
| **Lavatories (ADAAG 4.19, 4.24)**<br>Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?<br>**A maximum of 19 inches of the required depth may be under the lavatory.** | ☐ ☐ ☐ clear space | | ☐ Rearrange furnishings.<br>☐ Replace lavatory.<br>☐ Remove or alter cabinetry to provide space underneath.<br>☐ Make sure hot pipes are covered.<br>☐ Move a partition or wall. |
| Is the lavatory rim no higher than 34 inches? | ☐ ☐ ☐ height | | ☐ Adjust or replace lavatory. |
| Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)? | ☐ ☐ ☐ height | | ☐ Adjust or replace lavatory. |
| Can the faucet be operated with one closed fist? | ☐ | ☐ | ☐ Replace with paddle handles. |
| Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist? | ☐ | ☐ | ☐ Lower dispensers.<br>☐ Replace with or provide additional accessible dispensers. |
| Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower? | ☐ ☐ ☐ height | | ☐ Lower or tilt down the mirror.<br>☐ Add a larger mirror anywhere in the room. |

Priority **4**

## Additional Access

*Note that this priority is for items not required for basic access in the first three priorities.*
When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

| | | | |
|---|---|---|---|
| **Drinking Fountains (ADAAG 4.15)**<br>Is there at least one fountain with clear floor space of at least 30 by 48 inches in front? | ☐ ☐ ☐ clear space | | ☐ Clear more room by rearranging or removing furnishings. |

| QUESTIONS | Yes | No | 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)? | ☐ | ☐ | ☐ Provide cup dispensers for fountains with spouts that are too high.<br>☐ Provide accessible cooler. |
| height | | | |
| Are controls mounted on the front or on the side near the front edge, and operable with one closed fist? | ☐ | ☐ | ☐ Replace the controls. |
| 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? | ☐ | ☐ | ☐ Place a planter or other cane-detectable barrier on each side at floor level. |
| 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? | ☐ | ☐ | ☐ Move furnishings.<br>☐ Replace booth with open station. |
| 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)? | ☐ | ☐ | ☐ Lower telephone. |
| height | | | |
| Does the phone protrude no more than 4 inches into the circulation space? | ☐ | ☐ | ☐ Place a cane-detectable barrier on each side at floor level. |
| protrusion | | | |
| Does the phone have push-button controls? | ☐ | ☐ | ☐ Contact phone company to install push-buttons. |
| Is the phone hearing-aid compatible? | ☐ | ☐ | ☐ Have phone replaced with a hearing-aid compatible one. |
| Is the phone adapted with volume control? | ☐ | ☐ | ☐ Have volume control added. |
| Is the phone with volume control identified with appropriate signage? | ☐ | ☐ | ☐ Add signage. |
| If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)? | ☐ | ☐ | ☐ Install a text telephone.<br>☐ Have a portable TT available.<br>☐ Provide a shelf and outlet next to phone. |
| Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol? | ☐ | ☐ | ☐ Add signage. |

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# Partnerships for Supporting Individuals with Developmental Disabilities

| Organization or association | Website |
|---|---|
| NYS Office for People With Developmental Disabilities | www.opwdd.ny.gov |
| Self-Advocacy Association of New York State Inc. | www.sanys.org |
| Parent to Parent of NYS | www.parenttoparentnys.org |
| NYS Developmental Disability Planning Council | www.ddpc.ny.gov |
| NYS ARC | www.nysarc.org |
| The American Association on Intellectual and Developmental Disabilities | www.aaidd.org |
| Autism Society of America | www.autism-society.org |
| Brain Injury Association of America | www.biausa.org |
| NYS Independent Living Council | www.nysilc.org |
| Cerebral Palsy Association of New York State | www.cpofnys.org |
| National Down Syndrome Society | www.ndss.org |
| National Organization on Disability | www.nod.org |

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# For More Information about the Faith Based Initiative Program:

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***See our Video: Having Faith: Stories of Faith, Inclusion & Community***
http://www.youtube.com/watch?v=f4-vXy5SUts&feature=youtu.be

This Guide received funding support from the New York Developmental Disabilities Planning Council

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Disabilities Planning Council

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