DETAILED DESIGN DOCUMENT

RS | REFLECTION SOFTWARE

Client Name: San Diego County Sheriff's Department
Project Name: Promoting Inclusive Cultures – Disability Awareness
Date: October 12, 2022
Project Manager: Reflection Software
Writer: Reflection Software
Voice Talents: Adam
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Sandbox Link:

Guide:	Learning Objectives	High Level Outline
"H" Headline "SH" Sub Header "B" Bullet "SB" Sub-bullet "C" Clickspot – or item/term that will be clicked to expand for definition and other key information	To support the San Diego County Sheriff's Department team of law enforcement and detention services personnel, and civilian staff in its understanding and acceptance of Disability Awareness and Etiquette in their roles.	1. Introduction 2. Promoting Inclusive Cultures- Disability Awareness/Etiquette 3. Disability Inclusion Mindset 4. People-First Language 5. Disability Pride 6. Ableism 7. Review of Pertinent Governance 8. Conclusion

Instructional Design Features: CAPTIVATE
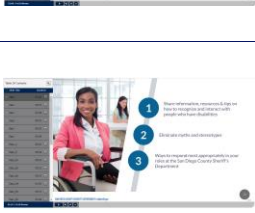
Glossary of Terms – Yes   No   TBD

Closed Captioning – Yes   No   TBD

Screen Reader with Project Name and Description – Yes   No   TBD

DESIGN TEAM

Title for Slides – ==Yes==   No   TBD

Tab Order - ==Yes==   No   TBD

Alternate Text Image Description – ==Yes==   No   TBD

Resources Tab: Yes No

SDSD Disability Awareness - Intro			1ap1	Template: Animated Intro	Notes: photos of misc. SDSD associates with moving on screen text, background using branded colors and logo
S	**Visuals**			**On Screen Text & Formatting**	**Audio**
	Type	**Description**	**File Name**	**(H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)**	
1					Welcome to the San Diego County Sheriff's Department's Disability Awareness Training.
2					The Department's Americans with Disabilities Act Coordinator (or ADA Coordinator) is the Employee Relations Manager, who wants to bring to you a training designed to help all of us have a better understanding of people with disabilities. The fact is over 56 million Americans have a disability, so that is many of us.
3					Diversity is a core Department Value, it simply makes us a better agency and a better community partner to the residents of San Diego County.
4					Our commitment is to respond appropriately, compassionately, and with sensitivity in every situation and to all individuals throughout our communities.

SDSD Disability Awareness - Intro			1ap1	Template: Animated Intro		Notes: photos of misc. SDSD associates with moving on screen text, background using branded colors and logo
S	**Visuals**			**On Screen Text & Formatting**		**Audio**
	Type	**Description**	**File Name**	(H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		
5						Do you know that roughly 25% - or one in four – adults in the United States has some type of disability? It's true!
6						This means that you will likely encounter many people in the workplace and in your daily lives who have some form of a disability.
7						Having a mindset of inclusivity is vital in improving lifestyles and outcomes for people with disabilities.
8						In this training, we're going to share information, resources, and tips on how to recognize and interact with people who have disabilities, eliminate myths and stereotypes, and respond most appropriately in your roles with the San Diego County Sheriff's Department.

SDSD Disability Awareness - Learning Objectives			2ap1	Template: Basic Content		Notes: Standard Page with or without image
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
1	Image		Child.jpg	Today, we're going to explore:	H	**Today, we are going to explore:**
2				The Americans with Disability Act & Section 504	B	The Americans with Disability Act and Section 504,
3				Language that puts "People First"	B	language that puts People First;
4				Importance of understanding "Disability Pride"	B	the importance of understanding Disability Pride;
5				Ableism and how to avoid it	B	ableism and how to avoid it;

SDSD Disability Awareness - Learning Objectives			2ap1	Template: Basic Content		Notes: Standard Page with or without image
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
6	Image		Wheelchair.jpg	How to develop and the importance of a mindset of disability inclusivity	B	how to develop a mindset of disability inclusivity
7				Links to helpful resources and pertinent state and federal information.	B	and links to helpful resources and pertinent state and federal information.
8				Let's get started!	B	Let's get started!

SDSD Disability Awareness - ADA and Section 504			3ap1	Template: Basic Content		Notes:
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
1	Image		Ada logo updated.jpg	**The Americans with Disabilities Act (ADA)**	H	The Americans with Disabilities Act (ADA) of 1990
2				Enacted to ensure that people with disabilities have the same rights and opportunities as those without disabilities in all areas of life as they:	B	was enacted to ensure that people with disabilities have the same rights and opportunities as those without any form of disability as they
3				Carry out their daily lives	S	carry out their daily lives,
4				Participate in education	S	and participate in education,

SDSD Disability Awareness - ADA and Section 504			3ap1		Template: Basic Content	Notes:
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
5				Work in the job force, including the SDSD stations, facilities, offices, courts, and communities	S	and in the workplace. This includes our stations, facilities, our offices, in our courts, and while working in the communities we serve.
6				The ADA defines a person with a disability is someone who:	B	The ADA defines a person with a disability as someone who
7	Image		Sign 1.jpg	Has a physical or mental disability that substantially limits one or more major life activities	S	has a physical or mental impairment that substantially limits one or more major life activities;
8				Has a record of such impairment	S	has a record of such impairment, or is
9				Regarded as having such an impairment	S	regarded as having such an impairment.
10				Broad to protect people who are born with or acquire a disability throughout their lives	B	The ADA definition is broad in part because some individuals are born with a disability, and some acquire it throughout their lives from such things as accidents, genetics, illness, age, and other factors.
11				Disability is broader than most people think: It can be **physical, mental, visible, or invisible**. It crosses all ethnicities, religions, social, and financial backgrounds.	P	And disability is broader than most people think: It can be physical, mental, visible, or invisible and crosses all ethnicities, religions, social, and financial backgrounds.

| S | Visuals | | | On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list) | | Audio |
	Type	Description	File Name			
	SDSD Disability Awareness – Ada and Section 504			3ap2	Template: Basic Content	Notes: "
1	Image		Visual.jpg	**Section 504 of the Rehabilitation Act of 1973**	H	Another law providing protections to individuals with disabilities is Section 504 of the Rehabilitation Act of 1973.
2				Applies to entities that receive federal funds	B	This is a federal law that protects individuals from discrimination based on disabilities for entities that receive federal funds,
3				Model for Americans with Disabilities Act	B	and was the model for the Americans with Disabilities Act.
4				ADA added strength to 504 by expanding protections to private institutions, workplaces, other entities	B	The ADA added strength to Section 504 by expanding protections to private institutions, workplaces, and other entities.
5				Together, they go a long way to provide individuals with disabilities the same opportunities as people without.	P	Together, they go a long way to provide individuals with disabilities the same opportunities as people without.

| S | Visuals | | | On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list) | | Audio |
	Type	Description	File Name			
	SDSD Disability Awareness – ADA and Section 504			4ap1	Template: Animation	Notes: COMPLETE
1					H	
2					B	Do you think you can tell when a person has a disability?
3					B	Don't assume – it may not be obvious!

	SDSD Disability Awareness – ADA and Section 504			4ap1	Template: Animation		Notes: COMPLETE	
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)			**Audio**	
	Type	Description	File Name					
4						B	A person's disability may affect one or more areas of functioning, including	
5						S	Hearing,	
6						S	seeing,	
7						S	or communicating;	
8						S	the disability may be intellectual,	
9						S	impact learning	
10						S	or mobility,	
11						S	or may affect mental and emotional health.	
12						B	Let's explore everyday ways that you can develop a mindset of inclusivity for people with disabilities!	

	SDSD Disability Awareness – Key Terms/Definitions			5ap1	Template: Content Menu		Notes: "C" Clickspot – or item/term that will be clicked to expand for definition and other key information	
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)			**Audio**	
	Type	Description	File Name					
1				**Key Terms for Disability Awareness**		H	It's important to first understand key terms in disability and awareness.	
2				Click on each term to learn more		B	Click on teach term to review its definition.	

SDSD Disability Awareness – Key Terms/Definitions	5ap1	Template: Content Menu	Notes: "C" Clickspot – or item/term that will be clicked to expand for definition and other key information

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	Description	File Name			
3	Image		People first.jpg	People First	C	
4	Image		Pride.jpg	Disability Pride	C	
5	Image		Ableist updated.png	Ableism	C	

SDSD Disability Awareness – Key Terms/Definitions	5ap1_a	Template: Basic Content	Notes: cutouts

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	Description	File Name			
1	Image		People first.jpg	**Key Term: People First Language**	H	

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	**Description**	**File Name**			
2				Ask first: How does the person with a disability prefer to be assisted? What mode of communication is preferred?		One of the most important rules for effective communication with persons with disabilities is to "ask first" how the person prefers to be assisted and the mode of communication he, she, or they prefers.
3				Accommodations may be needed to fully participate in activity		Sometimes a person with a disability may be self-advocating and ask for an accommodation to participate in an activity.

Table header: **SDSD Disability Awareness – Key Terms/Definitions** | **5ap1_a** | **Template: Basic Content** | **Notes: cutouts**

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset			5ap1_b	Template: Basic Content	Notes: Image can appear horizontally with bullets underneath.
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	**Audio**
	Type	**Description**	**File Name**		
1	Image			**Key Term: People First Language** H	
2				Correct word choices help people feel respected and important B	Next, "People First" language is positive; the correct word choices can help people feel respected and important.
3				Use first names to establish empathy and connection B	When communicating with someone known for or suspected of having a disability, it's important to put the person first by using their name. If you don't know it, ask. This establishes empathy and connection.
4				Focuses on person and not disability B	Language helps us avoid offending someone by mistake; "People First" language focuses on the person and not on a disability or some other characteristic or limitation.
5				Demonstrates respect and basic humanity; emphasizes unique traits, strengths, worth B	This demonstrates respect for each person's basic humanity. It emphasizes their unique traits, strengths, and worth
6				Let's look at some examples and "People First" language to use instead. B	Let's look at some examples and "People First" language to use instead.

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset	5ap1_b1	Template: Two Column		Notes:

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	Description	File Name			
1				**All disabilities: Avoid viewing or addressing them as their disability.** {COLUMN 1}: **Choose language that is "People First"** Remember that a person is NOT their disability; they are individuals with many facets and unique gifts. Say instead, that a person "has" a disability instead of defining that "as" their disability. {Column 2} **Avoid limiting language** For any <u>disability</u>, avoid saying "suffering from," is "afflicted with" or is a "victim" of.	B	Avoid viewing or addressing them "as" their disability. Thankfully, times are changing, and as a society we're viewing people with disabilities in a more accurate, well-rounded light. Let's look at examples of what this might look like as you carry out your roles.

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset	5ap1_b2	Template: Animation		Notes:

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	Audio
	Type	Description	File Name		

1			**ANIMATION SCENARIO**	{EMPLOYEE} "Hello, welcome to the San Diego County Sheriff's Department. What may I help you with today?"
2				{GUEST} "I would like to get a copy of the case report, please."
3				{EMPLOPYEE} "Sure thing. You'll need to complete a service request form. May I help you with that?"
4				{GUEST} "That would be very helpful, thank you!"
5				{EMPLOPYEE} "Great! Let's get started."

	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	Audio
S	**Type**	**Description**	**File Name**		

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset — 5ap1_b3 — **Template: Two Column** — Notes:

S	Type	Description	File Name	On Screen Text & Formatting	Audio
1				**Intellectual, cognitive, and learning disabilities** {Column 1} **Choose language that is "People First"** When working with or referring to people with intellectual disabilities, use terms such as "Individuals with "an intellectual, cognitive, or developmental disability." {Column 2} **Avoid limiting language** Avoid demeaning, outdated terms such as "retarded" or "slow."	

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset			5ap1_b4	Template: Animation	Notes:	

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	Description	File Name			
1	Animation	Scenario_Person with Visual Impairment.mp4		**ANIMATION SCENARIO**		
2						You know or suspect that Antonio has an intellectual disability. He may not respond right away or understand what you are saying at first.
3						What can you do? Find a quiet space without distraction away from other individuals. This will allow them to communicate freely. Use simple words, speak slowly and use a lower voice. Be observant of your body language. Smile, nod, and be aware that your gestures may impact how they feel.
4						
5						Offer resources such as medical, counselors, communication resources such as the TTD phone and stationery so they can request any additional needs.
6						These actions reassure the individuals that they have the same rights and opportunities as everyone else in the custody setting.

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset				5ap1_b5	Template: Two Column	Notes:
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			

| 1 | | | | **Mental health conditions**

{Column 1}

Choose language that is "People First"

Daily we encounter a growing population of people with mental health issues. You may not know their diagnoses.
Ask the individual if he/she/they has a mental health issue or if there's something you can do to support them in that moment.

Use positive language that acknowledges their disability, such as a person with a "mental health condition or disorder."

{Column 2}

Avoid limiting language

Avoid using stereotypical language such as "crazy" or "unstable."

These harmful labels perpetuate negative views of people with mental health conditions, most of whom live productive lives when they receive treatment and support. | | |

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset		5ap1_b6	Template: Animation	Notes:

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	Description	File Name			
1	Animation	Scenario_Mental Health		**ANIMATION SCENARIO**		
2						It seems Jane may be seeing or hearing things that you cannot see or hear. This may be a sign of a mental health condition or disorder. How you react is important.
3						What should you do? Remain calm and friendly and speak quietly. Don't stand too close, she doesn't know you and may become anxious. Ask simple, clarifying questions as to what she's experiencing. Listen patiently and gain an understanding of her state or reality; nod in understanding. Be respectful! Don't express judgment about what she's experiencing as her reality in that moment.
4						{DEPUTY JONES} "Hi there, I'm Deputy Jones. Is there anything I can do to help?
5						Would you like for me to call someone for you and stay until someone comes?"
6						{JANE} "Yes, I think so."
7						{DEPUTY JONES} "Someone is on their way and I will be right here with you until they come."

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset			5ap1_b7	Template: Two Column	Notes:
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	**Audio**
	Type	**Description**	**File Name**		
1	Image			**Physical disability** {Column 1} **Choose language that is "People First"** If you know that someone has a physical disability, use "People First" language, such as "Riba uses a wheelchair." {Column 2} **Avoid limiting language** Avoid language that is limiting As with any disability, avoid using limiting language. For people with a physical disability, don't say "crippled," refer to them as "handicapped" or as belonging to "the disabled."	

SDSD Disability Awareness – Key Terms/Definitions/Inclusion Mindset		5ap1_b8	Template: Animation	Notes:

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	**Description**	**File Name**			
1	MP4	Animation_Physical Disability		**ANIMATION SCENARIO**		
2						Amal uses a wheelchair. For the County's upcoming training, she will need accommodations such as a ramp. Wheelchair, accessible doors, hallways and bathroom, accessible table or workspace, and a clear view of the speaker and presentation.
3						{DEPUTY SMITH} "Here you are, Amal. Can you see the screen okay?"
4						{AMAL} "I sure can. Thank you, Deputy Smith."
5						{AMAL} "I also appreciate you showing me the ramps and other accessible features throughout the building. "
6						{DEPUTY SMITH} "Off course, Amal. We're here to help. Let me know if you need anything else. Enjoy the presentation!"
7				These are just a few examples of the many forms of disabilities. However, the "People First" language can go a long way to make help you communicate positively and compassionately.	P	These are just a few examples of the many forms of disabilities. However, the "People First" language can go a long way to help you communicate positively and compassionately.

SDSD Disability Awareness – Key Terms/Definitions			5ap1_c	Template: Basic Content		Notes: "
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
1	Image		Pride.jpg	**Key Term: Disability Pride**	H	
2				Person's disability is a "natural and beautiful" part of human diversity	B	Disability Pride accepts and honors each person's uniqueness and views a person's disability as a "natural and beautiful" part of human diversity and
3				Connects to a larger movement for disability justice	B	connects it to the larger movement for disability justice. Disability Justice centers on intersectionality and the ways diverse systems of oppression amplify and reinforce one another.
4	Image		Disabled population	Largest, most diverse minority	B	Remember, they are the largest and most diverse minority, so the impact is widespread.
5				Focuses on "social model" of disability that suggests disability is socially constructed	B	Disability Pride focuses on the social model of disability. According to this model, "disability" is socially constructed and
6				Internationally recognized way to view and address people with disabilities	S	is now internationally recognized as the way to view and address people with disabilities.
7				Doesn't deny reality of impairment nor its impact; rather it carries implication that the physical, attitudinal, communication and social environment must change	S	It doesn't deny the reality of the impairment nor its impact on a person, rather it carries the implication that the physical, attitudinal, communicational and social environment must change to enable people living with impairments to participate in society on an equal basis with others.

SDSD Disability Awareness – Key Terms/Definitions			5ap1_c	Template: Basic Content		Notes: "
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
8				Contrasts to "medical model" where disability is dealt with primarily by medical professionals and seen as something that must be fixed	B	It contrasts with what is called the medical model where a "disability" is a health condition dealt with primarily by medical professionals that is seen as abnormal or something that must be fixed or cured.
9				Views disability with negative outcome: focus on what an individual cannot do or be	S	From this point of view, a disability always has a negative outcome; it focuses on what an individual cannot do and cannot be.
10				Self-advocacy is vital to Disability Pride, but employers, organizations, communities, and families can by applying the information in this training and other specific support for the individual's unique disability. That means all of us play an important role!	P	Self-advocacy is vital to Disability Pride, but employers, organizations, communities, and families can help by applying the information in this training and other specific support for the individual's unique disability. That means all of us play an important role!

SDSD Disability Awareness – Key Terms/Definitions			5ap1_d	Template: Basic Content		Notes:
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
1	Image		Ableist updated.png	**Key Term: Ableism**	H	

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	Type	Description	File Name			
2				Ableism: Discrimination and social prejudice against people with disabilities or perceived to have a disability.	B	Another important concept to understand is ableism which is discrimination and social prejudice against people with disabilities and/or people who are perceived to have a disability.
3				Assumes that disabled people require "fixing" and defines them by their disability	B	At the heart of ableism, is the assumption that disabled people require "fixing" and defines them by their disability.
4				Classified entire groups of people as "less than"	B	Like racism and sexism, ableism classifies entire groups of people as "less than" that
5				Perpetuates harmful stereotypes, misconceptions, and generalizations of people with disabilities	B	perpetuates harmful stereotypes, misconceptions, and generalizations of people with disabilities.

SDSD Disability Awareness – Key Terms/Definitions — 5ap1_d — Template: Basic Content — Notes:

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	Notes:
	SDSD Disability Awareness – Key Terms/Definitions		**5ap1_d1**	**Template: One Column**	
	Type	Description	File Name		Audio
1	Image		Crop image to appear at the right of the bullets. Hearing impaired.jpg	**Ableism in Organizations** • Lack of compliance with disability rights laws like the ADA • Segregating students with disabilities into separate schools • The use of restraint or seclusion as a means of controlling students with disabilities • Segregating adults & persons with disabilities in institutions • Failing to incorporate accessibility into building design plans • Buildings without braille on signs, elevator buttons, etc. • Building inaccessible websites • The assumption that people with disabilities want or need to be 'fixed' • Using disability as a punchline, or mocking people with disabilities • Refusing to provide reasonable accommodations	Abelism in organizations takes many forms, including those things shown on screen.

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	Audio
	Type	**Description**	**File Name**		
2			{Column 1}	**Ableism in Everyday Use and Common Microaggressions** • Choosing an inaccessible venue for a meeting or event, therefore excluding some participants • Using someone else's mobility device as a hand or foot rest • Framing disability as either tragic or inspirational in news stories, movies, and other popular forms of media • Casting a non-disabled actor to play a disabled character in a play, movie, TV show, or commercial • Making a movie that doesn't have audio description or closed captioning • Using the accessible bathroom stall when you are able to use the non-accessible stall without pain or risk of injury • Wearing scented products in a scent-free environment • Talking to a person with a disability like they are a child, talking about them instead of directly to them, or speaking for them • Asking invasive questions about the medical history or personal life of someone with a disability • Assuming people have to have a visible disability to actually be disabled • Questioning if someone is 'actually' disabled, or 'how much' they are disabled • Asking, "How did you become disabled?"	==Ableism is common in our everday lives, including those microaggressions shown here.==

SDSD Disability Awareness – Key Terms/Definitions	5ap1_d2	Template: One Column	Notes:

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	Notes:
					Audio
	Type	Description	File Name		

SDSD Disability Awareness – Key Terms/Definitions			5ap1_d3	Template: One Column	Notes:
3	Image	Everyday.jpg	{Column 1} Image to the left bullets to the right.	Or using common phrases such as: • "That's so lame." • "You are so retarded." • "That guy is crazy." • "You're acting so bi-polar today." • "Are you off your meds?" • "It's like the blind leading the blind." • "My ideas fell on deaf ears." • "She's such a psycho." • "I'm super OCD about how I clean my apartment." • "Can I pray for you?	Finally, avoid using language that – while prevalent in society – reinforces stereotypes negative views. Avoid using common phrases such as those shown on screen.

SDSD Disability Awareness – Key Terms/Definitions		5ap1_d4	Template: One Column	Notes:
S	**Visuals**		**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)	**Audio**
	Type	**Description**	**File Name**		
4	Image	Add image to the right of text Inclusive.jpg	{Column 1}	**You make the change! Start by incorporating these changes.** • Believe people when they disclose a disability • Similarly, don't accuse people of 'faking' their disability • Listen to people when they request an accommodation • Don't assume you know what someone needs • Never touch a person with a disability or their mobility equipment without consent • Keep invasive questions to yourself • Don't speak on behalf of someone with a disability unless they explicitly ask you to • Talk about disability inclusiveness • Become educated!	You ARE the change! Start by incorporating these action steps on screen.

SDSD Disability Awareness: Inclusion Mindset			6ap1	Template: Full Screen	Notes:	
S	**Visuals**			**On Screen Text & Formatting** (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		**Audio**
	Type	**Description**	**File Name**			
1	Image		Links.png	**Do more, learn more!**		
2			EEOC Link on Disability Discrimination - California Civil Rights Department - Disability Discrimination CAO Admin Manual 0010-09 Americans with Disabilities Act, Title II, Procedures and Filing of Complaints CAO - Notice of Non-Discrimination on Basis of Disability 3.47 Discrimination and Sexual Harassment DSB Policy M.39 - Disabled Incarcerated Persons Your Rights Under Title VI and Related Statutes	**Download the Resources PDF at the top of this page** to learn more about all of the terms and content in today's training: list each in bullets		To learn more about all of the terms and content in today's training, the ADA, Section 504, other county, state and federal guidelines and for links to other helpful information on disability inclusiveness, click the Resources tab at the top of this training.

S	Visuals			On Screen Text & Formatting (H=Header; B=Bullet; S=Sub-bullet; R=Refresh bullet; N=numbered list)		Audio
	SDSD Disability Awareness: Inclusion Mindset		**7ap1**	**Template: Animation**		Notes: Done
	Type	Description	File Name			
1	Image			**Disability Inclusion Mindset**		
2						Remember, disability inclusion benefits everyone.
3						Not only are environments more welcoming and supportive for people with disabilities,
4						but everyone – those with and those without disabilities - benefit from strengthened and expanded connections in every facet of life, from workplaces and home spaces to schools and everyplace in between.
5						Having a disability inclusion mindset starts by changing the way WE think, the language we use, and the choices we make.
6						Together, we can make a difference!

Disability Awareness: Promoting Inclusive Cultures, Awareness and Etiquette Knowledge Check 1	8ap1	Template: Multiple Choice w/ Custom Feedback			Notes:	
Question	**Answer A**	**Answer B**	**Answer C**	**Answer D**	**Answer E**	**Correct Answer**
Which areas can disabilities be found?	Physical	Mental	Visible	Invisible	All of the above	E
Feedback Audio		**Feedback On Screen Text**			**Feedback Notes**	
		That's right! Disabilities are broad, and can be physical, mental, visible, and invisible. They can even overlap.				
		Incorrect: That's not quite right. Disabilities are broad, and can be physical, mental, visible, and invisible. They can even overlap.				

Disability Awareness: Promoting Inclusive Cultures, Awareness and Etiquette Knowledge Check 2	9ap1	Template: Multiple Choice w/ Custom Feedback			Notes:	
Question	**Answer A**	**Answer B**	**Answer C**	**Answer D**	**Answer E**	**Correct Answer**
The ADA defines a person with a disability as a person who: (Select all that apply)	Has a physical or mental impairment that substantially limits one or more major life activities	Has a record of the impairment that effects one or more major life activities	Has only a physical disability that is supported by medical records	Is regarded of having an impairment that impacts one or more major life activities		A,B, D

	Feedback On Screen Text		Feedback Notes
	Correct: That's right! Not quite. The Americans with Disabilities Act, or ADA, defines a person with a disability as a person who has a physical impairment that substantially limits one or more major life activities; has a record of the impairment; and is regarded as having an impairment that affects one or more major life activities.		
	Incorrect: Not quite. The Americans with Disabilities Act, or ADA, defines a person with a disability as a person who has a physical impairment that substantially limits one or more major life activities; has a record of the impairment; and is regarded as having an impairment that affects one or more major life activities.		