

Creating a Staff Training Plan for Access and Inclusion



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Survey Staff

Is staff

- Confident and comfortable when interacting with people with disabilities?
- Knowledgeable of People First Language?
- Knowledgeable of Universal Design?
- Knowledgeable of Universal Design for Learning?
- Aware of Federal ADA Laws/Local Requirements?

Does staff

- Have first hand/personal experience with a disability or people with disabilities?

Who needs what?

Guest Facing Staff – Tools to provide excellent customer service and program facilitation to ALL visitors

Exhibit Preparators, Designers, Developers, & Project Managers– Tools to create or modify exhibits and environments to be as accessible and inclusive to the majority of the people, to the greatest extent possible

Education – Tools to create and/or facilitate accessible and inclusive programs

Who needs what? continued

Development – Tools to write grants and speak to donors about access and inclusion using appropriate language

Human Resources – Tools to recruit staff with disabilities and support ALL staff, volunteers and interns

Marketing & Public Relations – Tools to effectively reach out to and welcome the disability community

All Staff – Access and Inclusion is part of everyone's job

Training Ideas

- Disability Awareness
- Disability Etiquette
- People First Language
- Walk-A-Mile In My Shoes
- Panel Session with People with Disabilities
- Universal Design/Inclusive Design
- Universal Design for Learning
- Disability Specific – Autism Spectrum Disorder, Blind/Low Vision, Deaf/Hard of Hearing, Intellectual, Physical, Mental Illness
- Safety & Evacuation Training



Sample Agenda

Disability Awareness Training

- 1:30 Access & Inclusion initiative Overview
- 1:40 Resources
- 1:50 *What's the Difference?* Video
- 2:00 Sensitivity Activity
- 2:20 Disability Etiquette
- 2:30 People First Language
- 2:40 Hands-On Activities
- 3:00 Group Reflection
- 3:10 Q & A
- 3:25 Wrap Up and Evaluation Distribution

Sample Agenda

MOPD Disability Awareness & Etiquette

I. Welcome / Introduction

II. Disability Awareness

- A) Statistics
- B) Importance of awareness & etiquette
- C) Handicap vs. Disability

III. Disability Etiquette

- A) People who are deaf or hard of hearing
- B) People who are blind or have low vision

III. C) People who use mobility devices

D) People with intellectual disabilities

E) People with hidden disabilities

F) Appropriate terminology

IV. Conclusion / Q & A

A) Use communication, courtesy & common sense

B) Available Resources

Staff Segmenting Example



- I. Full staff
- II. Guest-facing staff
- III. Volunteers

Full Staff

Method

In-person, during all-staff meeting

How often

Bi-annual

Objectives

- Overall awareness of services
- Organizational buy-in

Guest-facing Staff

Method – baked into job training

1. In-person training session
2. Venue site visits
3. Job shadowing (“train the trainer”)

How often

Before each new season of events
(2-3 times per year)

Objectives

- Disability awareness training
- Detailed knowledge of services offered
- Equipment troubleshooting

Volunteers

Method

1. Training video emailed in advance of shifts
2. On-site training lead by guest-facing staff

How often

Before every volunteer shift

Objectives

- Overall awareness of services offered
- People first language

Training Resources

- **Art Beyond Sight**

www.artbeyondsight.org

Annie Leist, Special Projects Lead

aleist@artbeyondsight.org

- **Autism Speaks**

Colleen Shinn, Manager-Community Outreach-Midwest

colleen.shinn@autismspeaks.org

- **Chicago Cultural
Accessibility Consortium**

www.chicagoculturalaccess.org

- **Mental Health America**

www.mentalhealthamerica.net

Affiliates in all states

- **Open Doors Organization**

www.opendoorsnfp.org

Eric Lipp, Executive Director

ericlipp@opendoorsnfp.org

- **Prime Access Consulting,
Inc.** www.pac.bz

Sina Bahram, President

sina@pac.bz

Local Resources

- Mayor's Office for People With Disabilities
- Parents of Children with Disabilities (Museum Members/Theater Subscribers)
- Staff with Disabilities
- Special Education Teachers
- Local Public School System
- Community Organizations (CCAC)
- Rehabilitation/Therapy Centers
- Affiliates of: Easter Seals www.easterseals.com
Autism Speaks www.autismspeaks.org
The Arc www.arc.org



Mutually Beneficial Partnerships

- Be honest and open about your budget when looking for a trainer.
- Understand, appreciate and value their time and expertise.
- What do you have that they might want or need?
Memberships - Family Passes - Group Visits - Professional Development

Preparing the Trainer

Make sure trainer has a clear understanding of:

- Goals of the training
- Who is being trained
- Organization Culture
- Length of training
- Staff Accommodations

Make sure you have a clear understanding of:

- Trainer's style and techniques
- Cost of training



Keys to Successful Trainings

- Engaging and well informed presenters
- Comfortable environment
- Interactive session
- Ample time for Q & A
- Evaluations and follow-up

What works:

FOOD • Fidgets • Convenient Training Times • FOOD



How will you know if your training is working?

Observe

- Pay attention to info retention in job shadowing
- Observe your staff while they work

Ask questions

- Survey guest-facing staff
- Survey volunteers
- Survey audience

Make adjustments

Resources

Leadership Exchange in Arts & Disability (LEAD)

<http://www.kennedy-center.org/accessibility/education/lead/>

The Center For Universal Design

http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm

Universal Design for Learning

www.cast.org

Occupational Therapy Partnerships with Museums: Creating Inclusive Environments that Promote Participation and Belonging

<http://ijz.cgpublisher.com/product/pub.177/prod.217>

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Questions?

