

# Disability Inclusion

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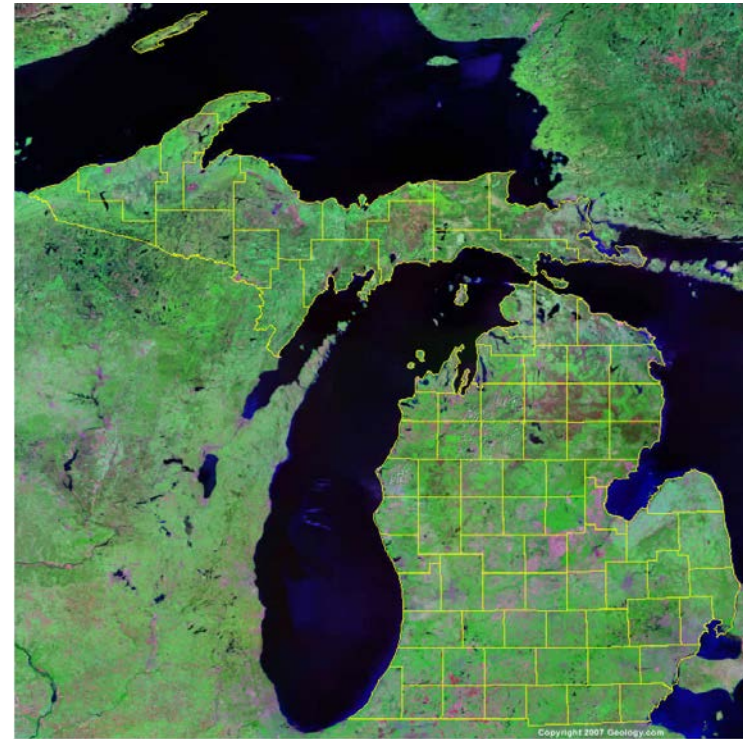


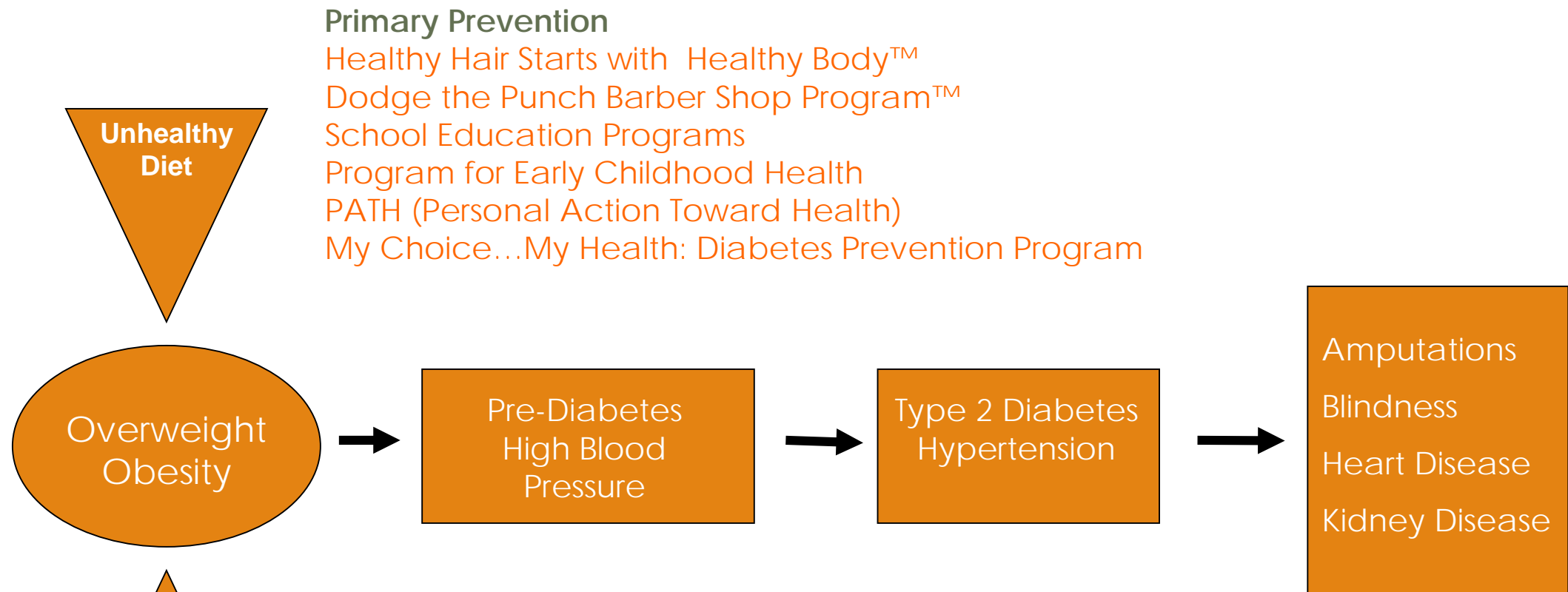
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# NKFM: Vision Focused & Mission Driven

IMPROVE QUALITY OF LIFE for  
PATIENTS with Chronic Kidney  
Disease

PREVENT Kidney Disease by  
helping *People at Risk* to live  
healthier lifestyles and manage  
their conditions.





### Primary Prevention

Healthy Hair Starts with Healthy Body™

Dodge the Punch Barber Shop Program™

School Education Programs

Program for Early Childhood Health

PATH (Personal Action Toward Health)

My Choice...My Health: Diabetes Prevention Program

### Secondary Prevention

Community Ed/Screenings

Hypertension Interventions

Diabetes PATH

Enhance Fitness

### Tertiary Prevention

eGFR Identification

Peer Mentoring

CKD Self Management

Patient Support

**Create Opportunities for Strategies to Prevent Kidney Disease**



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# NKFM Approach

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- Making programs designed for the general population - Diabetes Prevention Program, Personal Action Toward Health, and Enhance Fitness - inclusive and accessible
- Implementing programs that were designed for individuals with disabilities – Health Matters
- Providing guidance to organizations serving individuals with disabilities on policy and environmental changes to facilitate healthy behaviors



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# What is a Disability?

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A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

*- Centers for Disease Control and Prevention*



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# Intellectual and Developmental Disability

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## Intellectual Disability:

- characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills
- originates before the age of 18

## Developmental Disability:

- an umbrella term that includes intellectual disability but also includes other disabilities that are apparent during childhood
- severe chronic disabilities that can be cognitive or physical or both
- appear before the age of 22 and are likely to be lifelong

*American Association on Intellectual and Developmental Disabilities*



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# Important Facts

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- People with physical disability make up the largest minority group of the US. In the US, about 74.6 million people have some type of physical disability.
- About 6.5 million people in the U.S. have an intellectual disability.
- Developmental disabilities (DD) occur among all racial, ethnic, and socioeconomic groups.

- *Centers for Disease Control and Prevention and Special Olympics*



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# Health Behaviors & Disability

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Indicator	With Disabilities	Without Disabilities
General Health, Fair or Poor	46.5%	8.1%
Obese	43.4%	27.0%
No Leisure Time Physical Activity	37.5%	21.4%
Adequate Physical Activity	13.7%	21.4%
Fruits < 1 Time/Day	42.2%	38.9%
Vegetables < 1 Time/Day	25.7%	24.4%

*Michigan 2015 Behavioral Risk Factor Survey*



# Disease & Disability

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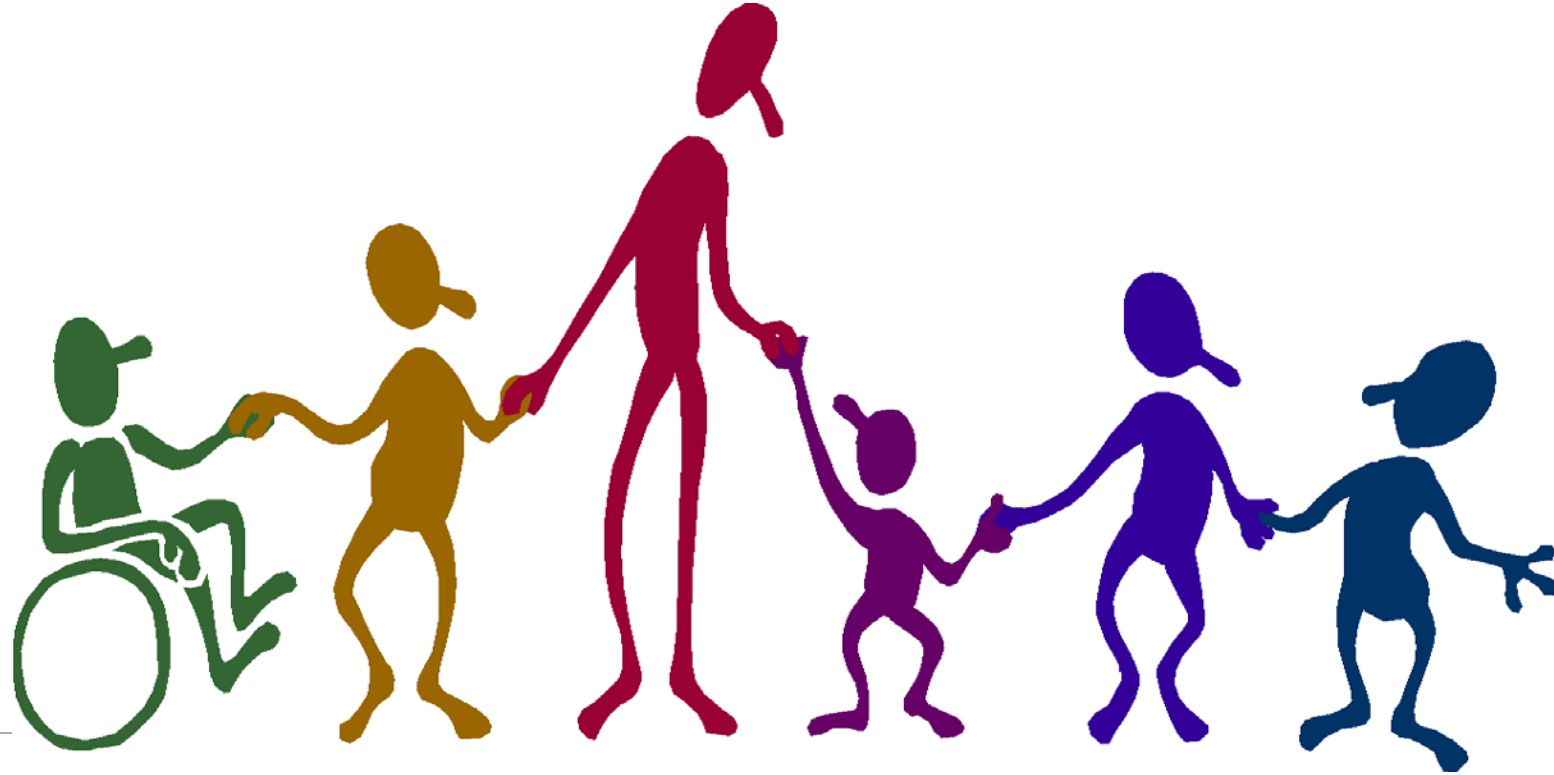
Indicator	With Disabilities	Without Disabilities
Ever Told had Hypertension	52.0%	27.0%
Ever Told had Diabetes	20.3%	7.5%
Ever Told had Arthritis	60.6%	20.1%
Ever Told had Depression	40.9%	12.8%
Ever Told Cancer	20.0%	9.2%
Ever Told Kidney Disease	8.5%	1.8%
Ever Told Heart Attack	11.0%	2.4%
Ever Told Stroke	8.6%	1.6%

*Michigan 2015 Behavioral Risk Factor Survey*



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INCLUDING PERSONS WITH DISABILITIES



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# Barriers to Inclusion

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- Attitudinal
- Communication
- Physical
- Policy
- Programmatic
- Social
- Transportation

# What is Disability Inclusion

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Making sure everybody has the same opportunities to participate in every aspect of life to the best of their abilities and desires.

*Centers for Disease Control and Prevention*



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We are trying to construct a more inclusive society. We are going to make a country in which no one is left out.

*Franklin D. Roosevelt*



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# Disability Etiquette

“People with disabilities are – first and foremost – people who have individual abilities, interests and needs. They are moms, dads, sons, daughters, sisters, brothers, friends, neighbors, coworkers, students and teachers.”

<https://www.thearc.org/who-we-are/media-center/people-first-language>



# Inclusive Strategies - Access

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Access refers to the things you do for all of your workshops, to make sure there are no barriers to people with disabilities or other limitations.

- Physical Access
  - Parking and Approach
  - Workshop Space
- Logistics and Recruiting
  - Transportation
  - Time of Day
  - Community Sites



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# Inclusive Strategies - Accommodation

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*Accommodation* refers to things you do upon individual request, to make it possible for that individual to participate.

- Inform participants who to contact to request accommodations or ask during registration.
- Types of accommodations:
  - Diet
  - Visual assistance and materials (colors, fonts, print size)
  - Audio (assistive listening device or hearing loss)
  - Physical environment (food, smells)





# PATH

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- Many aspects of PATH are inherently inclusive:
  - all content is delivered verbally in class
  - reading assignments are optional and the book is available on CD
- Caregivers are welcome
- NKFM developed a guide which provides:
  - specifics on how to make PATH workshops accessible and welcoming for people of all abilities
  - guidance on implementing PATH workshops for people with intellectual or developmental disabilities



# NKFM Approach

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- Include different learning styles – visual, auditory, tactile using food models/cards and simple food and activity trackers with pictures
- Use pairs of facilitators to lead programming so one can assist participants individually as needed
- Modify program timelines (meet more frequently for DPP)
- Hold workshops in community locations that are accessible
- Marketing flyers feature pictures and quotes from participants at that site.



# Caregiver Support Encouraged

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Encourage natural supports/caregivers to attend program with participant

*“My grandma and I do this together! She’s always grabbing my (DPP) book and looking through it. She has diabetes”*



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# Leader/Instructor Assistants

- Train individuals with disabilities to be leader/instructor assistants
- *“It’s better to have someone we know and we are working with. If it was someone else, we would not be able to understand”*



# Person Centered Thinking

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“There is no greater disability  
in society, than the inability  
to see a person as more.”


-Robert M. Hensel



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# Person First Language

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Describing people by  
their labels of medical  
diagnoses

devalues and disrespects the individual  
creates generalizations and stereotypes

## Person First Language:

- emphasizes the person, not the disability
- objectively acknowledges, communicates, and reports on disabilities
- fosters positive attitudes about persons with disabilities

Paraphrased from <https://www.thearc.org/who-we-are/media-center/people-first-language>



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# Lets practice using person first language

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**He's a diabetic**

**He lives with diabetes**

**She's mentally ill**

**She has a mental health  
diagnosis**

**The handicap guy**

**The man with a  
disability**



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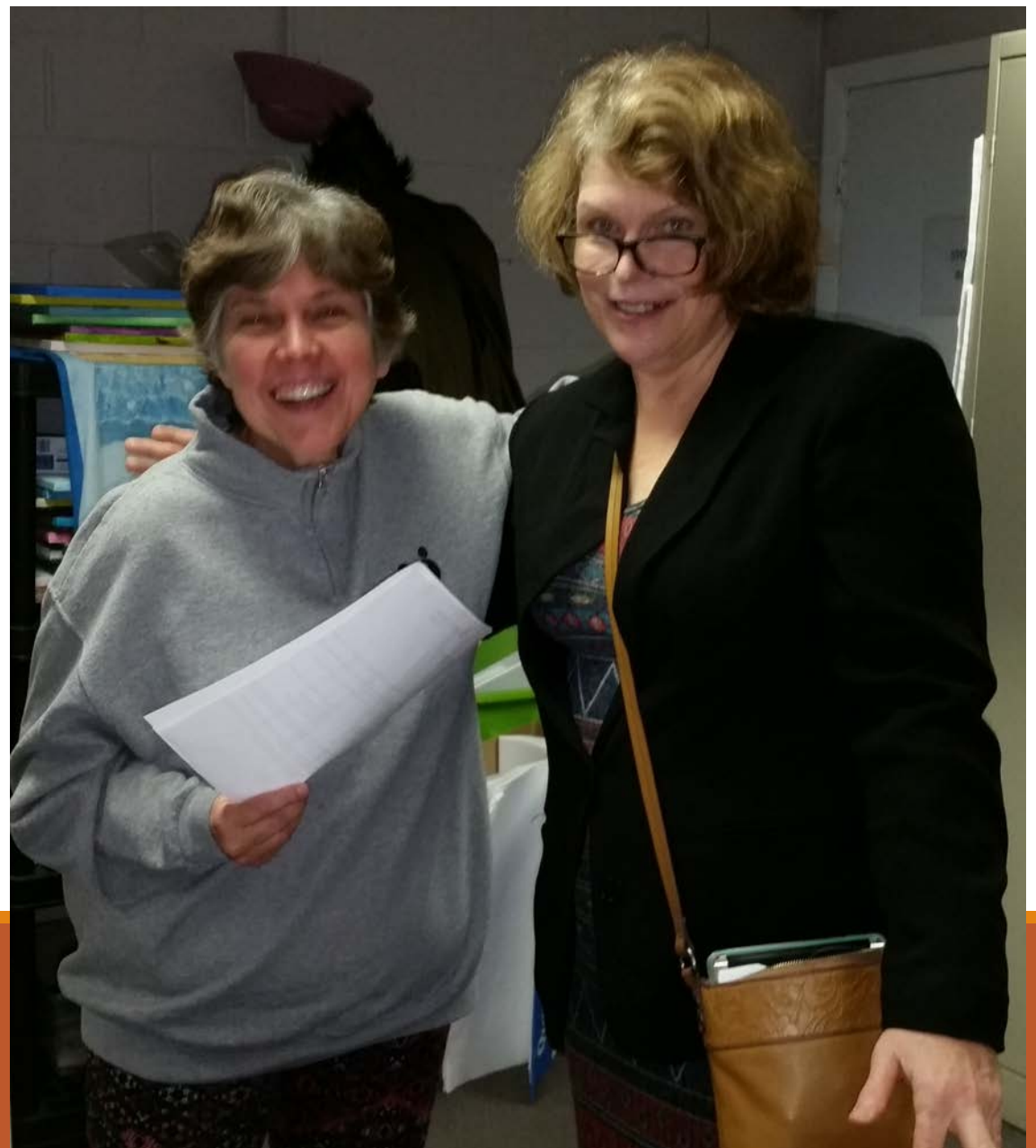
## To be person-centered means the following:

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- Treating individuals with dignity and respect
- Empowering individuals to set and reach their personal health goals
- Recognizing the right of individuals to make choices, and take responsibility for those choices
- Building on an individual's strengths, gifts, talents, skills, and contributions
- Promising to listen and act on what the individual communicates
- Seeking to understand individuals in the context of age, gender, culture, ethnicity, belief system, social and income status, education, family, and other factors that make them unique

“Shifting thinking about people with developmental disabilities from their deficits to appreciating what they have is at the core of person-centered thinking”

[http://www.socialworktoday.com/archive/exc\\_011909.shtml](http://www.socialworktoday.com/archive/exc_011909.shtml)



# Focusing on Youth

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- More than 80% of adolescents do not do enough aerobic physical activity to meet the guidelines for youth.
- Among children and adolescents, physical activity can:
  - Improve bone health, cardiorespiratory and muscular fitness
  - Decrease levels of body fat
  - Reduce symptoms of depression
  - Improve cognitive skills, ability to concentrate, and pay attention

<https://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity>



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# Additional Resources

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- <https://www.cdc.gov/ncbddd/disabilityandhealth/index.html>
- <https://www.nchpad.org/>
- <https://www.inclusivesportsandfitness.org/>
- <https://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity>
- <http://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>
- <http://www.thearc.org/what-we-do/resources/fact-sheets/introduction-to-intellectual-disability>
- <https://www.thinkculturalhealth.hhs.gov/index.asp>
- <https://www.thearc.org/who-we-are/media-center/people-first-language>
- <http://mihealthyprograms.org/>

# Questions?

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