

Appendices



Tips and Techniques Tables

The following tables include most of the tips and techniques put forward in the Interpretive Programs and Interpretive Facilities sections of this publication. Rather than grouping these items by disability category, as those sections are structured, this table puts forward the tips and techniques in terms of program preparation and presentation. Although this table indicates which disability categories are served by the various techniques included herein, readers should note how many of these items are useful for serving all of our visitors, not just those with disabilities, which is why the last column in this table was included.

Hearing Impairments
 Learning Disabilities
 Mental Retardation
 Mobility Impairments
 Visual Impairments
 Ltd English Proficiency
 Older Adults
 All Visitors

General Etiquette

Speak clearly and in a normal tone of voice. Try to project your voice from your diaphragm. Speak louder only if it is requested, and then try not to shout.									✓
If you have difficulty understanding a visitor who has a speech impairment, do not be afraid to ask them to repeat themselves. If you still do not understand, repeat the information you did understand, and ask them to repeat again.	✓	✓	✓				✓		
Address and treat adults with disabilities as adults.	✓	✓	✓	✓	✓	✓	✓	✓	✓
When giving directions or instructions, speak slowly and clearly and keep your sentences short.									✓
Offer assistance if it appears to be needed. If your offer is declined, do not insist. If your offer is accepted, ask how you can best help.									✓
Do not worry about using words like "hear" or "listen," "run" or "walk," and "look" or "see" around people with hearing, vision or mobility impairments. These words are part of everyone's vocabulary.	✓			✓	✓				
If you know some sign language, use it--your attempts will be appreciated. However, in situations when an interpreter has been requested in advance, a certified professional must be hired.	✓								
Be aware that some visitors with disabilities may have service dogs accompanying them. Service dogs are allowed in park areas and facilities. Service dog users generally prefer that their dogs not be petted, led, or spoken to.	✓	✓	✓	✓	✓				
With all visitors, there is a wide variation of abilities and limitations. Find out how you can best assist each individual.									✓

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General Etiquette

Be aware that an individual with a learning disability may stare at you or stand close to you when you speak. This individual may be displaying over-attentiveness, or may be trying to block out competing noises.		✓						
If inappropriate behavior is displayed, the problem should not be ignored but instead discussed calmly. Accusations may only cause stress and make the situation worse.								✓
Never pick up or carry a person with a mobility impairment unless they have requested it and you have had specific training on how to do so, except in cases of emergency. Make sure all other options have been exhausted.				✓				
Do not lean or hang on a visitor's wheelchair or other mobility aid. These are considered part of their body space.				✓				
When speaking for more than a few minutes with individuals using wheelchairs, consider kneeling or sitting down so they do not have to look up at you.				✓				
Never take mobility aids away from visitors unless they request it. Having their mobility aids nearby makes individuals feel more independent and secure. This includes people using crutches.				✓				
Slippery or uneven surfaces may pose problems for visitors, especially those walking with assistive devices. If a wheelchair is available, offer it to them. If not, offer assistance, or show them an alternate route.								✓
Do not make general assumptions about the abilities or limitations of an individual with a disability. Let the individual decide what he or she can and cannot do.								✓
Look directly at visitors when speaking to them; do not talk through an intermediary. Try not to turn away while you are talking to them.								✓

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When offering assistance to a visitor with a vision impairment, you may want to lightly touch the individual on the shoulder as you begin speaking, so he or she is aware that you are talking to them.					✓			
Be aware of cultural differences. Gestures or body movements do not universally communicate the same meaning or may be considered disrespectful.								✓
Make an effort to correctly pronounce visitors' names.								✓
Be patient with visitors. Do not interrupt them or finish their sentences.								✓
Avoid using the word "elderly" because it implies frailty and helplessness, which most older adults are not.							✓	

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Advance Information/Preparations

If you are notified beforehand that one or more persons with a learning disability will be on your tour, try to find out what kinds of characteristics are represented, if any, and how you can best assist them.		✓							
If requested, arrange to have a sign lanuage interpreter, language translator or bilingual interpreter present during your program or available at the park site. (Keep in mind that you may need to shorten your presentation to allow time for the translator.)	✓					✓			
On short notice, ask a bilingual family member or friend of the visitor to translate for you. Or, if you think that will be too disruptive, arrange for a private tour.						✓			
Try to speak with visitors beforehand to determine how to meet their needs at your program.									✓
Choose programs appropriate for your audience's age. Program content does not need to be at a lower comprehension level, just communicated in a variety of ways.									✓
If the entire audience consists of visitors with learning disabilities or mental retardation, you should consider limiting the program to 30 minutes, with only one or two primary ideas.		✓	✓						
When publicizing the program, indicate the level of accessibility of the program, as well as of the facility where it will be presented.									✓
If requested in advance by a visitor with a hearing impairment, arrange for an oral or sign language interpreter.	✓								

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Setting Considerations

Provide adequate lighting for reading, drawing, or craft activities.								✓
Allow visitors with hearing impairments to sit up front so they can hear better, watch the oral or sign language interpreter, or facilitate speech-reading.	✓							
Choose an area with minimal background noise and distractions for your program.								✓
Beforehand, evaluate the facility or area where the program will be presented. It needs to be accessible to wheelchairs, and wheelchair seating requirements should be met.				✓				
Be aware of the line-of-sight of individuals in wheelchairs or seated in chairs. The video screen should be placed at a height that does not require the audience to tilt their heads backward to see, as some visitors may have limited muscle movement in their necks and shoulders.				✓			✓	
Beforehand, evaluate the location where the program is to be presented. Plan a route to the room or area that is accessible for the entire audience. Remove any obstacles or protruding objects that may be encountered. Make sure wheelchair seating requirements are met.								✓
A spotlight on you and/or a sign language interpreter may be needed in a dark room or at nighttime.								✓
Position yourself so you are facing a light source. This allows visitors to see your face and will help facilitate speech-reading.								✓
If possible, provide an amplification system to improve communication between you and your visitors.								✓
Make sure emergency evacuation routes are accessible to all visitors.								✓

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Setting Considerations

<p>Provide seating with backs and armrests. Remember, not all visitors are able to stand for an extended period of time or sit on the floor, or able to get up and down from that position easily. For outside programs, seating in the shade is preferred. Some visitors with mobility impairments cannot regulate their body temperature and may be susceptible to heat-related ailments.</p>								✓
<p>Be aware of lighting conditions and, where possible, minimize glares on glass.</p>								✓

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Presentation Techniques

Read aloud exhibit or trail signage.		✓	✓		✓	✓		
Demonstrate an activity or task before asking program participants to perform it.								✓
Make sure you have the visitors' attention before beginning to speak. You may need to lightly tap individuals with visual impairments on the shoulder or wave to get their attention. Be sure your audience understands what was just said before continuing.								✓
When giving directions, make sure you give them from the visitors' point of view. For example, do not say, "The restroom is to my right." Instead say, "The restroom is to your left." It may also be helpful to point in the direction to which you are referring, or draw out a map.								✓
Directions or information should be provided step-by-step. Be sure the information is fully understood. If necessary, repeat information using different words, or draw a map or diagram.								✓
Provide visitors with a general orientation to the area by describing its prominent features.					✓			
Tell visitors with visual impairments if you are leaving briefly; they may not be aware that you have walked away. Conversely, note when you have returned, and with whom.					✓			
Before you begin walking with a visitor with visual impairments, say where you are going. For example, "We are going into the library, and there are five steps leading to the door." Be prepared to move more slowly through an area than you might ordinarily.					✓			
Be very specific when giving directions or describing an area. Be sure to discuss any obstacles that may be encountered.								✓

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Presentation Techniques

When speaking for translation or for a sign language interpreter, use simple sentences, pause for the interpreter after each thought, and avoid the use of colloquialisms, idioms, and slang, as they are not easily translated.	✓						✓	
If necessary, pantomime your message. This may be the only way to communicate with some visitors who have limited English proficiency. Use facial expressions and hand and body movements. Draw pictures, if needed, to communicate your message.	✓						✓	
Be sure to allow extra time between slides for visitors to see the images you have explained. Some visitors may be watching you and speech-reading, or they may be watching the sign language or oral interpreter.	✓							
When working with a sign language interpreter, try to use short sentences. A subject-verb-object sentence structure is best, because it is the same syntax of American Sign Language. For example, say, "The snake ate the mouse," not, "The mouse was eaten by the snake."	✓							
Always face the audience while speaking.								✓
Avoid sweeping arm movements or moving around while speaking, as this may distract some visitors.								✓
Inform the audience of the length of the program and the location of the exits, and permit them to leave early. If necessary, make prior arrangements to have a staff member escort them back to the starting point, or to their campsite for an evening program. For longer presentations, consider scheduling a break. Notify the audience before the presentation begins that an intermission can be expected.								✓
Avoid "over-stimulating" visitors with learning disabilities. An overload of visual, auditory, or tactile stimulation can easily confuse some individuals.		✓						

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Presentation Techniques

Information should be grouped together in an organized fashion, given step-by-step, and reinforced through repetition.								✓
Discuss ideas in basic terms and avoid abstractions.		✓						
Make smooth transitions in presentations. Jumping from one subject to another may cause confusion.								✓
Encourage audience participation whenever possible. This will reinforce information and increase interest in your program.								✓
Look for visitors to indicate they wish to answer a question before calling on them.								✓
Some individuals with learning disabilities have difficulty understanding the concept of historical and calendar time. If this information is included in your program, use different ways of explaining or demonstrating it.		✓						
Explain new or difficult words and concepts.								✓
In a program that involves discussion, repeat questions from the audience. Some visitors may not have heard the question being asked, may have forgotten the question, or may not have been paying attention. Once lost from the conversation, they may lose interest in the presentation.								✓
Do not dismiss a question as being irrelevant. Sometimes, poor language skills confuse what the individual may be trying to say. Try your best to relate the question or answer to the subject.								✓
In areas where programs are to be presented without seating, suggest to visitors using wheelchairs that they sit in front of the audience, so they can see and hear better.				✓				
Suggest to visitors with visual impairments that they sit up close to the front of the audience.					✓			
Wait for the group to settle before you begin the program.								✓

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Presentation Techniques

While presenting a program, use very descriptive words, and include as much detail as you can. Emphasize textures and colors of objects or the topography of areas; otherwise, they could be overlooked.								✓
During a slide presentation, point to objects as you refer to them, so visitors can more easily follow along.								✓
Read aloud any written information displayed in the program.		✓			✓	✓		
Repeat information in different ways. Use different words, gestures, and objects to convey interpretive information.								✓
Offer to meet with visitors after the program to answer any questions, or to repeat information.								✓
After a program in darkened conditions, some visitors may need extra time to allow their eyesight to adjust to the changes in light. Before leaving, take a few minutes to review the presentation they just saw, or use this time for questions and answers. This will give them the additional time they may need.								✓
Pose questions to the entire audience to encourage involvement.								✓
Skits and songs with hand and body motions are a great way to involve the audience. Do not assume visitors with disabilities cannot or do not want to participate; let them make the decision.				✓			✓	
Relate new information to something familiar to your audience.								✓
It is important that you demonstrate any activity or concept before asking the audience to participate. Make sure everyone understands the movements before beginning.								✓

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Presentation Techniques

Choose program activities that involve partners and that do not single out individuals. Some individuals may not want to become involved due to fear of embarrassment. Positive reinforcement may encourage future involvement.								✓
Do not exclude people using communication boards or books from discussions. Be sure to give them the extra time they may need.			✓					
If you have a visitor who is using an electric wheelchair, wait until the noise of the wheelchair has stopped before you begin speaking.			✓					
Look for visitors to indicate they wish to answer a question before calling on them. Asking them to respond before they are ready may cause unnecessary embarrassment.								✓
When distributing written materials, explain them for those who may not be able to read them.	✓				✓	✓	✓	
If you are pushing a visitor using a wheelchair, do not deliver program information while walking. This individual may not hear you. It may be necessary to seek assistance from another staff member to push the wheelchair, while you present your program.			✓					
Give clear, verbal direction to the group when moving from one area to another. Once at your destination, provide a general orientation to the whole area, including atmosphere and visual details.					✓			
Before beginning the walk or tour, describe the route that will be taken, and give a brief overview of the resources that will be interpreted along the way.								✓
Too much information may cause confusion and could result in disinterest in the tour or talk. Keep the program focused around your theme.								✓
Try to keep the size of the tour group small.	✓	✓						

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It may be necessary to remind the tour group of the park's rules.								✓
Prearranged rest breaks should be announced at the beginning of the tour, and additional breaks should be accommodated, if requested. Also, inform the group of the location or absence of restrooms and drinking fountains along the tour.								✓
Offer an optional "leisure tour," a separate tour available to anyone who wants to proceed at a slower pace.				✓	✓		✓	
During walks or tours, allow extra time between points of interest or exhibits. People with assistive mobility devices may need additional time to move about.				✓			✓	
Avoid long or fast-paced walks.		✓	✓	✓			✓	
Do not talk as you demonstrate an activity or task. The audience may be concentrating on your movements or the object, and not on your words. Give information before or after the demonstration.	✓	✓	✓			✓		
If possible, when demonstrating a skill, allow a visitor with a visual impairment to hold your hands as you work, while at the same time explaining in detail what you are doing.					✓			

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Program Tools

Involvement of all senses: Involve all the senses in your program. Incorporate interpretive materials pertaining to the theme of your program that may be smelled, heard, touched, and tasted. Information provided in this way reinforces learning and increases interest in your program.									✓
Communication aids: Have pencils and paper handy to communicate with visitors who are hearing impaired, to draw maps, and to use symbols to communicate with visitors with limited English proficiency.									✓
Assistive listening: Inform visitors of any assistive listening systems or devices available at the facility.									✓
Captioning: Present films that are captioned, or provide a transcript for those films that are not captioned.	✓								
Tactile items: Incorporate items that may be touched and that pertain to the theme of the program. Models, plant and animal specimens, and dioramas add another dimension to verbal explanation.									✓
Handouts: Include new or difficult words and concepts and their definitions in a handout, along with suggestions for additional reading. Individuals may want to learn more about the subjects presented.									✓
Handout format: Handouts supplied to the audience should be in large, dark print (a 12-point, sans-serif font) and on a light matte background. Be prepared to explain the contents of handouts for those who are unable to read them. Written materials that are distributed regularly to visitors should also be available in an alternate format, such as printed in an 18-point sans-serif font and/or in Braille.									✓
Audiodescription: Provide the narrative of your program in an audiodescription format.					✓				
Language options: Offer films, videos, or slides narrated in different languages.						✓			

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Program Tools

If visitation warrants it, provide programs in different languages or provide transcripts of the programs in different languages.						✓		
Have an outline of your program available, so visitors can more easily follow along.								✓
Project title slides or song slides on an A/V screen during your program. This will help visitors in following along in the program.								✓
When incorporating items that may be touched into your campfire program, be aware of the audience's capabilities and limitations. You or another staff member may need to hold the object for the visitors, while they look at it.				✓				
If all attempts to make an area of the park site accessible are unsuccessful, provide a film, slide show, or photographs of those public areas not accessible by wheelchair.				✓				
Magnifiers should be available to use on photographs, signs, or exhibits, or to take on outdoor walks. The whole group can benefit and enjoy hand lenses by taking a closer look at the detail of historic and natural objects.								✓
Use enlarged photographs to allow visitors to see more detail.								✓
Use life-size or scale models of objects that may not be touched.								✓
Provide a tactile relief map of the area. This involves the senses of touch and sight, while allowing visitors to see where they are going on their tour or walk.								✓
Provide visitors with a simple map of the area or floor plan(s) of the building, indicating where you will go and what you will see while on tour. This will stimulate curiosity and interest in your program.								✓
Offer self-guided printed or audio tours for those who wish to proceed at their own pace.								✓

Publications Guidelines

The following recommendations will make your publications more readable and understandable to all visitors, including those with disabilities. These are general recommendations and should be used in conjunction with the specific information provided in *California State Parks Accessibility Guidelines*, Section 30, and Departmental Notice No. 2007-04.

The Accessibility Section must have an opportunity for review and comment on all new or reprinted publications, per Departmental Notice 2007-04. This includes park brochures, entrance station handouts, interpretive guides, posters, announcements, newsletters, etc. Please submit items for review at least two weeks in advance of your desired return deadline. Expedited review may be requested, but cannot be guaranteed. Please allow time for necessary design changes prior to printing. Accessibility reviews will cover content on accessible features, font, contrast and other standards contained in the California State Parks Accessibility Guidelines. To avoid major redesign of publications, creators should consult California State Parks Accessibility Guidelines Section 30, at the onset of publication development.

When writing:

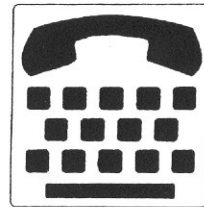
- Keep sentences short.
- Use a subject-verb-object sentence structure. For example, say, “Jack London wrote *The Sea Wolf*,” instead of, “*The Sea Wolf* was written by Jack London.”
- Avoid complex sentences.
- Avoid using slang or jargon or colloquial expressions because they may be difficult for visitors to understand.
- Use words like “barrier free” or “accessible.” Do not use words like “special” or “facilities for the handicapped.”

When designing:

- **Never print with anything less than a 12 point font.** Written materials should also be available on request on compact disk and/or in large print with dark ink on a light matte background. An 18 point font is recommended, however, a smaller font may be necessary for long publications.
- Type styles with serifs (ornamental attachments or extenders on letters) are difficult to read and must not be used.
- Italics are harder to read than upright fonts for persons with low vision and must not be used. For titles, foreign terms or short quotes, consider using quotation marks or boldface or an alternate font. If space permits, you may use italics as long as you also provide an upright version of the italicized text. For a person with low vision, these features cause the letters to more easily run together causing the type to appear blurred. Often, when an alternate format version of a publication is requested (and announcement of such availability should be printed in the item to be published), the alternative is produced by copying the standard use publication to a satisfactory enlargement. Therefore, typeface in

block style, is a good choice. Examples include Arial, Helvetica, Tahoma, Verdana, and Novarese. Increasing boldness or narrowing can diminish the readability of even these acceptable styles.

- Margins between columns of text should be at least 7/8". With a smaller margin, the columns may appear to run together, causing visitors to read straight across instead of reading individual columns. Outside margins should be at least 1/2" wide.
- Include in all publications any available TDD or TTY relay number, as well as the statement, "Prior to arrival, visitors with disabilities who need assistance should contact" and then list a contact name and phone number.
- Use the International Symbol of Accessibility, the International Symbol of Access for Hearing Loss, and/or TTY, (all are shown below) where applicable.



Written materials for interpretive programs should include:

- An outline of the tour or talk.
- A map of the area.
- Definitions of new or unusual words.
- A brief history of the topics, including names or places.
- Suggestions for books or other resource materials relating to the theme.
- Pictures or graphics pertaining to the subject.
- The level of difficulty, distance, and time required for the walk or tour. It is highly recommended that program publicity contain a description of exactly what will be required on the part of participants. For example, "This interpretive walk will cover a 1.5 mile distance. Although no stair climbing is necessary, there is a short, although significant, en route grade of approximately 9 percent. The trail is subject to nearly continual sunlight, however, a shaded bench is available mid-way. Restrooms are available only at the trail departure point."

Parks Accessibility Guidelines

As stated in its introduction, the *California State Parks Accessibility Guidelines* “embody a compilation of accessibility standards, recommendation and regulations for compliance with accessibility laws. Many sections relate to the physical environment and serve as a resource for planners, designers, contractors and maintenance staff. There are also sections that apply to programs and presentations that service to inform rangers, interpreters and volunteers. The Guidelines are the primary tool provided by the California State Parks Accessibility Program to accomplish its mission of providing guidance in creating universal access to California State Parks.”

The *Parks Accessibility Guidelines* (formerly titled “*Access to Parks Guidelines*”) underwent major revisions in 2006 and again in 2009. The handbook will continue to be updated as new information is available and new federal and state laws and interpretations of laws are put in place. With that in mind, readers of *All Visitors Welcome* should ensure that they are referencing the most current version of the Guidelines, which can be accessed through the State Parks website at www.parks.ca.gov/accessibility.

Resource Directory

The organizations and companies listed below are included for informational purposes only. California State Parks does not endorse the products of any of these companies. This listing is intended to be used in conjunction with the companies and organizations included in the State Price Schedule for Adaptive Equipment and Services for Persons with Disabilities, available at www.pd.dgs.ca.gov/pricesched/adaptive/default.htm.

Government Agencies

California State Independent Living
Council

916 445-0142 (voice)

866 745-5973 (TTY)

916 445-5973 (fax)

www.calsilc.org

Equal Employment Opportunity
Commission

800 669-4000 (voice)

800 669-6820 (TTY)

www.eeoc.gov

U.S. Department of Justice Civil Rights
Division Disability Rights Section -
NYAV

800 514-0301 (voice)

800 514 0383 (TTY)

202 307-1197 (fax)

www.ada.gov

Advocacy and Assistance Organizations

General

International Center for Disability
Information

304 766-2680 (voice)

304 766-2680 (TTY)

www.icdi.wvu.edu

contact@icdi.wvu.edu

Mainstream, Inc.

800 582-1428 or 785 266-6422 (voice)

785 266-2113 (fax)

www.mainstreaminc.net

mainstrm@inlandnet.net

National Center on Accessibility

812 856-4422 (voice)

812 856-4421 (TTY)

812 856-4480 (FAX)

<http://ncaonline.org/>

Hearing Impairments

Center on Deafness-Inland Empire
909 359-5200 (voice and TTY)
909 359-5112 (fax)
Lifesigns: (909) 359-5297 (voice or TTY)
www.codie.org

Deaf Community Services of San Diego,
Inc.
619 398-2441 (voice)
619 398-2440 (TTY)
619 398-2444 (fax)
www.dcsosfd.org
info@dcsosfd.org

Deaf Counseling, Advocacy and
Referral Agency (DCARA)
510 343-6670 (voice)
877 322-7288 (TTY)
510 483-1790 (fax)
www.dcara.org

Helen Keller National Center for Deaf-
Blind Youths and Adults
516 944-8900 (voice)
516 944-7302 (fax)
www.helenkeller.org/national

Laurent Clerc National Deaf Education
Center
202 651-5031 (voice/TTY)
202 651-5109 (fax)
clerccenter.gallaudet.edu

National Association for the Deaf (NAD)
301 587-1788 (voice)
301 587-1789 (TTY)
301 587-1791 (fax)
www.nad.org
NADinfo@nad.org

Hearing Loss Association of America
301 657-2248 (voice)
301 913-9413 (fax)
www.hearingloss.org

Learning Disabilities

Learning Disabilities Association of
America
412 341-1515 (voice)
412 344-0224 (fax)
www.ldanatl.org
info@ldaamerica.org

Learning Disabilities Association of
California
949 673-3612 (voice)
www.ldaca.org

National Center for Learning Disabilities
888 575-7373 or 212 545-7510 (voice)
212 545-9665 (fax)
www.nclld.org

Intellectual Disabilities

The Arc (For people with Intellectual and
Developmental Disabilities)
202 534 3700 (voice)
202 534 3731 (fax)
www.thearc.org

California Association for the Retarded
916 498-1635 (voice)
916 498-1385 (fax)
www.carforchoice.org

Mobility Impairments

Arthritis Foundation
800 283-7800 (voice)
www.arthritis.org

Epilepsy Foundation of America
800 332-1000 (voice only)
www.epilepsyfoundation.org

Muscular Dystrophy Association, Inc.
800 572-1717
www.mdaua.org

National Association of the Physically
Handicapped
800 743-5008 (voice)
www.naph.net/

National Easter Seals Society
312 726-6200 or (800) 221-6827 (voice)
312 726-4258 (TTY)
312 726-1494 (fax)
www.easter-seals.org

National Multiple Sclerosis Society
800 344-4867
www.nationalmssociety.org

United Cerebral Palsy
202 776-0406 (voice)
800 872-5827 (voice)
202 776-0414 (fax)
www.ucp.org

Visual Impairments

American Council of the Blind, Inc.
800 424-8666 (voice)
202 467-5081 (fax)
www.acb.org
info@acb.org

Associated Services for the Blind
215 627-0600 (voice)
215 922-0692 (fax)
www.asb.org
asbinfo@asb.org
(also has a Braille press)

Helen Keller National Center for Deaf-
Blind Youths and Adults
516 944-8900 (voice)
516 944-8637 (TTY)
516 944-7302 (fax)
www.helenkeller.org/national

Lighthouse International
800 829-0500 or 212 821-9200 (voice)
212 821-9713 (TTY)
www.lighthouse.org
info@lighthouse.org

The Metropolitan Washington Ear, Inc.
Audio Description, Inc.
301 681-6636 (voice)
301 625-1986 (fax)
www.washear.org
information@washear.org

National Federation of the Blind
410 659-9314 (voice)
410 685-5653 (fax)
www.nfb.org
nfb@nfb.org

Older Adults

National Council on the Aging, Inc.
202 479-1200 (voice)
www.ncoa.org
info@ncoa.org

Product and Service Suppliers

Assistive Listening Systems

Associated Sound
916 649-8040 (voice)
916 649-0243 (fax)
www.associatedsound.com

Auditory Instruments, Inc.
714 874-8445 (voice)
714 842-5915 (fax)
www.auditoryinstruments.org

Centrum Sound
408 736-6500 (voice)
408 736-6552
www.centrumsound.com
centrumweb@aol.com

Nady Systems
www.nady.com

Phonic Ear, Inc.
453 917-7101 (voice)
453 927-7900 (fax)
www.phonicear.com
customerservice@phonicear.com
(Company can refer you to a retailer in your area.)

TELEX Communications, Inc.
952 884-4051 or 877 863-4166 (voice)
952 884-0043 (fax)
www.telex.com
info@telex.com
(Company can refer you to a retailer in your area.)

Captioning

National Captioning Institute (NCI)
703 917-7600 (voice and TTY)
703 917-9853 (fax)
www.ncicap.org

Sign Language or Oral Interpreters

Registry of Interpreters for the Deaf, Inc.
703 838-0030 (voice)
703 838-0459 (TTY)
703 838-0454 (fax)
www.rid.org
info@rid.org

TTYs

Telecommunications for the Deaf, Inc.
301 589-3786 (voice)
301 589-3006 (TTY)
301 589-3797 (fax)
www.tdi-online.org
info@tdi-online.org

Barrier-Free Walkways

Superdeck
800 355-4093
www.superdecksystems.com
info@superdecksystems.com

Audio Tours

Antenna Audio, Inc.
415 332-4862 (voice)
415 332-4870 (fax)
www.antennaaudio.com
inquiry@antennaaudio.com

Vista Group International
203 852-5557 (voice)
203 852-5559 (fax)
www.vistagroupinternational.com
info@vistagroupinternational.com
(Soundstik® systems, audio subtitles, multi-language audio tours)

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