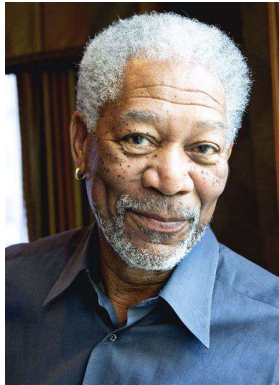




# People First Language and Disability Awareness

**Yani Trevin Rubio, NMT, MM, MT-BC**  
**Music Therapist**



# Hidden vs Visible Disability



# Person First Language

- Focus on the individual, not their disability
- Use HAS/HAVE instead of IS/ARE
- Refer to people by name when possible
- The disability does NOT define the person
- The words we speak say a lot about how we feel

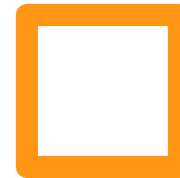


# Words & Perceptions:

*Handicapped*

*Vs*

*Accessible*





# Americans with Disabilities Act

- **A Person with:**

- A physical or mental impairment.
- A person with a record of having a physical or mental impairment.
- A person who is regarded as having a physical or mental impairment.



**that substantially limits one or more major life activities**




# Categories of Disabilities

## **Learning Disabilities**

Attention Deficit Disorder (ADD), Dyslexia,  
Attention Deficit Hyperactivity Disorder (ADHD)

## **Developmental Disabilities**



Cerebral Palsy (CP), Autism Spectrum Disorder (ASD), Spina Bifida, Prader Willi Syndrome, Down Syndrome and other Intellectual Disabilities (formerly Mental Retardation)



# Categories of Disabilities

## **Social-Emotional**

Clinical Depression, Bi-Polar Disorder, Conduct Disorder, Obsessive Compulsive Disorder (OCD)

## **Physical**

Paralysis, Spinal Cord Injuries, Multiple Sclerosis (MS), Certain forms of Traumatic Brain Injury (TBI)

## **Sensory**

Visual Disabilities (Blindness), Auditory Disabilities (Deafness), Speech Disabilities


# A DEVELOPMENTAL DISABILITY

## in the State of Florida is characterized as:



- ❖ Something for which there is no cure
- ❖ Something an individual is born with
- ❖ Something that impacts an individual at different stages throughout their development.
- ❖ A **Developmental Delay** refers to children who are not meeting their developmental milestones at the expected times.






“I choose not to  
place ‘DIS’, in my  
ability.”

Robert M. Hensel




# Respectful Interactions 1

- 
- ➡ Speak directly to the child, rather than through a companion or sign language interpreter.
  - ➡ Always offer to shake hands when introduced and identify yourself.
  - ➡ Ask a child if he or she would like assistance before actually doing anything.
  - ➡ Treat people as you would like to be treated.
  - ➡ Do not lean against or hang on someone's wheelchair or walker.



# Respectful Interactions 2

- 
- ☞ Listen attentively to people who have difficulty speaking. Allow extra time and if you don't understand, ask for a simple clarification: Did you mean X? Did you want Y?
  - ☞ Place yourself at eye level when speaking with a child using a wheelchair, or crutches.
  - ☞ Tap a child who is deaf on the shoulder or wave your hand to get his or her attention.
  - ☞ RELAX; don't be embarrassed if you happen to use common expressions that seem to relate to the child's disability. Use it as a learning opportunity for the next time.



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



QUOTEHD.COM

Robert M. Hensel

Poet-Writer

Born 1969



**"You're not disabled by the disabilities you  
have, you are able by the abilities you have."  
~Oscar Pistorius**

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Image courtesy of Talk Nerdy To Me