Learning Space Design Plan

EDCI 59100

Tony Graves

Learning Space Environment Description

Overview

The focus of my paper is to design a model Agronomy Teaching and learning classroom at Purdue University, West Lafayette, Indiana. My inspiration comes from creating a DVD companion to a book written by Dr. Lori Snyder, a well known expert in the field of Agronomy. The interactive DVD has several teaching components that mimic real life agronomy practices focusing on soils, weather and climate, seed germination, Integrated Pest Management, calibration of farm equipment and crop residue among several topics on the DVD.

I wanted to know if there was a facility that had all the agronomy equipment I had seen in the Adobe Flash component of the DVD. After researching Purdue's campus I found a facility that came close to what I was looking for, The Beck Agricultural Center. The center was built with donated funds from the Beck Family.

With the permission of the Director of the Facility, David Petritz I got a tour of the building and took a lot of pictures of the facility.

While the facility is modern and accessible to most learners, its current focus is providing rooms for conferences and meetings. Mr. Petritz admitted that this was something that was lacking as there was no dedicated space designed as an Agronomy classroom.

The focus of my paper will be to design such a multipurpose Agronomy classroom with the sole purpose of getting middle school through high school students to freshmen students excited about agronomy by providing a stimulating and inviting space that can be used in several research and activity components of the courses in the Agronomy Department.

Mission and Values of the Model Agronomy Classroom

The Agronomy Classroom will focus on presenting interactive tools and technology that teaches the following topics in Agronomy in an engaging way:

1. US Cropping Regions
2. Climate
3. Soil Sampling
4. Germination
5. Biological Nitrogen Fixation
6. Stems and Leaves
7. Reproduction
8. Precision Farming
9. Integrated Pest Management
10. Seed Quality
11. Crop Residue
12. Plant Breeding
13. Calibration

The classroom will seek to adopt interactive platforms that can be programmed and repurposed for other learning modules defined above using for example touch screen technologies and applications such as Microsoft Surface.

View case studies of users using this application for teaching and learning purposes.

Learning Groups

- **The users that will take advantage of this space are professors and teachers in the school of Agronomy as well as researchers from other land grant universities.**

- **The age group will range from 11+ year old students to adult learners.**

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- **The socioeconomic groups that will utilize this space are all users who have a desire to learn best practice Agronomy skills.**

- **Preferred Learning Styles of prospective users of the Agronomy Classroom:**

  o **Auditory Learners** – learn through listening. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

  o **Tactile/Kinesthetic Learners** – learn through moving, doing, and touching. Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration

  o **Visual Learners** – Learns through seeing; these students need to see the instructor's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. Source:

Working and Learning
- It is anticipated that users of the Agronomy Classroom at the Beck Center will work closely with professors and students from various departments in the School of

Agriculture to provide a learning space focusing on a hands on classroom and field work in agronomy. The learning space will be designed to mimic actual conditions for learning year round.

- One of the goals of the Agronomy Classroom is to collaborate with researchers and Agronomist worldwide to teach new developments in the study of plants and animals in an engaging and interactive manner.
- Another expectation is the adoption and use of remote video conferencing tools that partner classrooms all over the world to one another.
- Another expectation is to allow students to create research projects of their own and share the results with faculty and other research bodies. Students will be allowed to use the space by themselves in a responsible and cost effective manner as much as possible.

The adaptation Chart for the Model Agronomy Classroom at the Beck Center is designed to be adaptable for all level of users from middle schoolers and up.

Adaptation Chart - Visual				
	Cannot	**Adaptation**	**Training Need**	**Evaluation**
Visual	X	• Eyeglasses/protective safety wear • Magnifier • Large print books • CCTV (closed circuit television) • Screen magnification software	• Learners will be able to identify right size of safety wear and correctly wear it. • Assistants and volunteers will assist users who are not able to follow directions in how to wear the device. • Student workers will assist learners with other indentified tools. • OFFER TO READ written information for a person with a visual impairment when appropriate.	Learners will be able to adapt and use adaptive technologies to learn and be productive learners.
	X	• Screen color contrast • Screen reader, text	• Learners will have access to	Learners will be able to adapt

			reader • Braille materials • Braille translation software	listed tools and software and be able to correctly use it. Volunteers and trainers can assist in set up and removal.	and use adaptive technologies to learn and be productive learners.
		X	• Enlarged or Braille/tactile labels for keyboard • Alternate keyboard with enlarged keys • Braille keyboard and note taker	• Learners will have access to listed tools and software and be able to correctly use it. Volunteers and trainers can assist in set up and removal.	Users will be Learners will be able to adapt and use adaptive technologies to learn and be productive learners.

Adaptation Chart - Mobility

	Cannot	Adaptation	Training Need	Evaluation
Mobility	X	• Walker • Grab bars and rails • Manual wheelchair	• Learners must be able to navigate wheelchair ramp. • Student worker must be able to assist Learners on wheelchair ramp. • Student worker must be able to assist Learners in entering training room. • Learners must be able to use wheelchair. • Train student workers and facilitators on proper disability etiquette for computing service providers. (See appendix A)	• Learners are able to enter training room. • Student worker is able to assist Learners on wheelchair ramp. • Student worker is able to assist Learners in entering training room. • Learners are able to utilize wheelchair ramp and entry doors.

		X	• Powered mobility toy (e.g., GoBot) • Powered scooter or cart • Powered wheelchair with joystick or other control • Adapted vehicle for driving	• Learners must be able to navigate wheelchair on ramps and field trips. • Student worker must be able to assist Learners on wheelchair ramp and on field trips. • Student worker must be able to assist Learners in entering training room. • Learners must be able to use wheelchair during field trips. • Train student workers and facilitators on proper disability etiquette for computing service providers. (See appendix A)	• Learners are able to enter training room. • Student worker is able to assist Learners on wheelchair ramp. • Student worker is able to assist Learners in entering training room. • Learners are able to utilize wheelchair ramp and entry doors.

Adaptation Chart - Hearing

	Cannot	Adaptation	Training Need	Evaluation
Hearing	X	• Computer/portable word processor • TDD/TTY for phone access with or without relay • Signaling device (e.g., flashing light or vibrating pager)	• Learners in use of assistive listening devices. • Training staff in use of assistive listening devices. • Learners in use of amplification system. • Training staff in use of amplification system. • Train facilitators to FACE PEOPLE with hearing impairments when talking to them so they can see lips. • Train facilitators to SLOW the rate at which they speak and INCREASE THE LEVEL of their voices when talking to a person with a hearing impairment.	• Learners are able to comprehend information presented on projection assistive devices. • Training staff is able to effectively present material on assistive devices.

X	• Closed Captioning • Real time captioning • Computer aided note taking • Flash for alert signals on computer	• Learners in use of assistive listening devices. • Training staff in use of assistive listening devices. • Learners in use of amplification system.	• Learners are able to comprehend information presented on projection assistive devices. • Training staff is able to effectively present material on assistive devices.
X	• Phone amplifier • Personal amplification system/Hearing aid	• Learners in use of assistive listening devices. • Training staff in use of assistive listening devices. • Learners in use of amplification system. • Training staff in use of amplification system.	• Learners are able to comprehend information presented on projection assistive devices. • Training staff is able to effectively present material on assistive devices.

Adaptation Chart – Cognitive Learning

		Cannot	Adaptation	Training Need	Evaluation
Cognitive-Learning	Computer Access				
		X	• Keyboard with built in computer accessibility features • Word prediction, abbreviation /expansion to reduce keystrokes	• Training staff in use of text-to-speech software. • Learners in use of predictive text software. • Training staff in setting up and integrating assistive keyboard for optimum ergonomics and comfort to learner. • Train student workers and facilitators on proper disability etiquette for computing service providers.	• Learners are able to effectively use adaptive tools and software. • Learners are able to effectively utilize text-to-speech software. • Learners are able to use predictive word tool.
		X	• Arm support (e.g., Ergo Rest®) • Track	• Training staff in setting up and integrating	• Learners are able to sit comfortably, be less

			ball/track pad/ joystick with on-screen keyboard • Alternate keyboard (e.g., IntelliKeys® , Discover Board®, TASH Mini keyboard)) • Pointing options (e.g., HeadMaster Plus, Tracker 2000)	assistive keyboard for optimum ergonomics and comfort to learner. • Train student workers and facilitators on proper disability etiquette for computing service providers. (See appendix A)	disruptive and use effectively adaptive tools and software.
		X	• Switch with Morse code • Voice recognition software (dragon)	• Training staff in use of Morse code, voice recognition software. • Train student workers and facilitators on proper disability etiquette for computing service providers. (See appendix A)	• Learners are able to sit comfortably, be less disruptive and use effectively adaptive tools and software.
	Motor Aspects of Writing				

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		X	• Regular pencil or pen • Pencil or pen with adaptive grip • Adapted paper (e.g., raised line, highlighted lines) • Slant board to create slanted writing surface	• Training staff in setting up and integrating assistive tools such as pencils, adapted paper, slant boards for optimum ergonomics and comfort to learner. • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive pens and writing tools, sit comfortably, be less disruptive and learn effectively.
		X	• Prewritten words/phrases • Portable word processor to keyboard instead of writing • Computer with word processing software • Voice recognition software to word process	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner. • Train student workers and facilitators on proper disability etiquette for computing service providers. (See appendix A)	• Learners are able to use adaptive pens and writing tools, sit comfortably, be less disruptive and learn effectively.
	Composi				

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ng Written Material				
	X	• Word cards/word book/word wall • Electronic/talking electronic dictionary/thesaurus/spell checker	• Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive pens and writing tools, sit comfortably, be less disruptive and learn effectively.
Augmentative Communication	X	• Communication board/book with pictures/objects/letters/words • Simple voice output device (e.g., BIGmack®, Cheap Talk, Voice-in-a-Box, MicroVoice) • Voice output device with levels (e.g., Tech Speak, Macaw,)	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner. • Train student workers and facilitators on proper disability etiquette for computing service providers. (See appendix A)	Users will be able to better communicate with environment and learning tools.
Reading	X	• Changes in text size, spacing, color, background color	• Training staff in setting up and integrating assistive tools for optimum	• Learners is able to use adaptive tools in reading, writing and composing

			• Book adapted for page turning (e.g., page fluffers, 3-ring binder) • Use of pictures/symbols with text (e.g., PictureIt, Writing with Symbols 2000™)	ergonomics and comfort to learner.	thoughts and ideas and be less disruptive and learn effectively.
	Learning /Studying				
		X	• Print or picture schedule • Low tech aids to find materials (e.g., index tabs, colored folders) • Highlight text (e.g., markers, Highlight Tape, ruler • Electronic organizers	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive tools in reading, writing and composing thoughts and ideas and be less disruptive and learn effectively.
		X	• Software for concept development/manipulation of objects (e.g., Blocks in Motion®	• Training staff in setting up and integrating assistive tools for optimum ergonomics	• Learners are able to use adaptive tools in reading, writing and composing thoughts and

		• Abacus/ Math Line	and comfort to learner. • Train staff in proper retrieving and storing for extended usage.	ideas and be less disruptive and learn effectively.
Math				
	X	• Calculator/calculator with print put/calculator with large keys and/or large display/talking calculator • Software for cueing for math computation or manipulation of objects	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner.	• Learners are able to use adaptive tools in reading, writing and composing thoughts and ideas and be less disruptive and learn effectively.
Teaching Aids	X	• Toys adapted with Velcro™, magnets, handles, etc. • Toys adapted for single switch operation • Modified utensils (rubber stamps, rollers,	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive tools in reading, writing and composing thoughts and ideas and be less disruptive and learn effectively.

		brushes) • Arm support for drawing/painting (e.g., Ergo Rest)		
Items for Daily Classroom	X	• Nonslip materials to hold things in place • Universal cuff/strap to hold items in hand • Color coded items for easier locating and identifying	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive tools in engaging in extracurricular activities such as soil sampling, gardening and composing thoughts and ideas and be less disruptive and learn effectively.
Control of the Environment	X	• Light switch extension • Interface and switch to activate battery operated devices	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive tools in engaging in extracurricular activities such as soil sampling, gardening and composing thoughts and ideas and be less disruptive and learn effectively.
	X	• Interface and switch	• Training staff in setting up	• Learners are able to use

			to turn on electrical appliances (e.g., radio, fan, blender, etc.) • Radio/ultra sound to remotely control appliances	and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	adaptive tools in engaging in extracurricular activities such as soil sampling, gardening and composing thoughts and ideas and be less disruptive and learn effectively.
		X	• Electronic aid to daily living to control environment in connection with an augmentative communication device • Standard seat at correct height and depth	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive tools in engaging in extracurricular activities such as soil sampling, gardening and composing thoughts and ideas and be less disruptive and learn effectively.
	Positioning & Seating				
		X	• Nonslip surface on standard seat to prevent slipping (e.g., Dycem®) • Bolster,	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner	• Learners are able to use adaptive tools in engaging in extracurricular activities such as soil sampling, gardening and

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			rolled towel, blocks to assist in positioning	• Train staff in proper retrieving and storing for extended usage.	composing thoughts and ideas and be less disruptive and learn effectively.
		X	• Adapted/alternate chair, sidelyer, stander • Custom fitted wheelchair or insert	• Training staff in setting up and integrating assistive tools for optimum ergonomics and comfort to learner • Train staff in proper retrieving and storing for extended usage.	• Learners are able to use adaptive tools in engaging in extracurricular activities such as soil sampling, gardening and composing thoughts and ideas and be less disruptive and learn effectively.

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Sample Assistive Technology Tools

A telecommunication device for hearing impaired (TDD)	**Wheel chair ramp with grab bars**

Assistive Technology Review

## Purdue University's Hot Seat Communication Application

The assistive technology I chose is Purdue University's Hot Seat Application. The application is free to use for all Purdue University students, professors and instructional technology design professionals. The application is a web enabled communication device that allows the user to send a short descriptive text message to another user. Just like the micro blogging site Twitter, HotSeat users send and read messages called *tweets*. Tweets are text-based posts of up to 140 characters displayed on the user's profile page or cell phone.

Tweets are publicly visible by default when the user signs up to receive messages from the instructional course site on HotSeat; however, senders can restrict message delivery to just their followers. Users may subscribe to other users' tweets – this is known as *following* and subscribers are known as *followers.*

Usage:

This technology is useful because it enables users who are not comfortable asking questions in class to ask questions that for one reason or other were not able to ask during class. In addition, when users miss class or unable to attend class, they can still be engaged in class activities. Fellow students are able to respond to questions and tweet from other students and are able to get quick answers through their web enabled cell phones or on the specific HotSeat course module website set up for the class.

HotSeat will increase collaboration and sharing of information during class field excursions to farms. Students who are exploring the soils and pest management modules of the curriculum will take soil samples; compare pests and rodents, tillage and agricultural practices across different types of crop
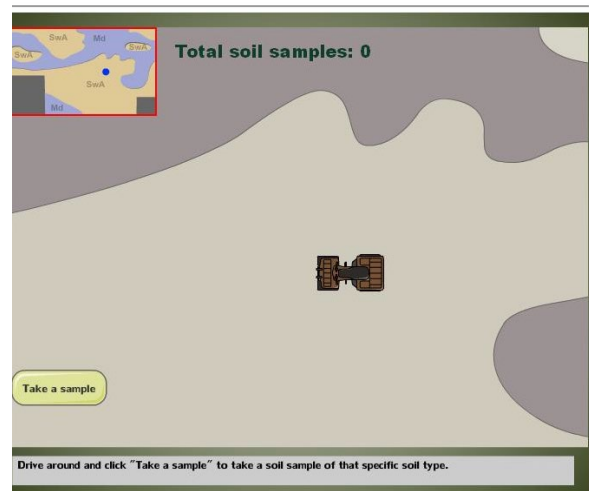
farms and in different farming climatic regions. Since students may be limited to exploring nearby farms, the HotSeat application will enable users share various examples from a larger segment of the class.
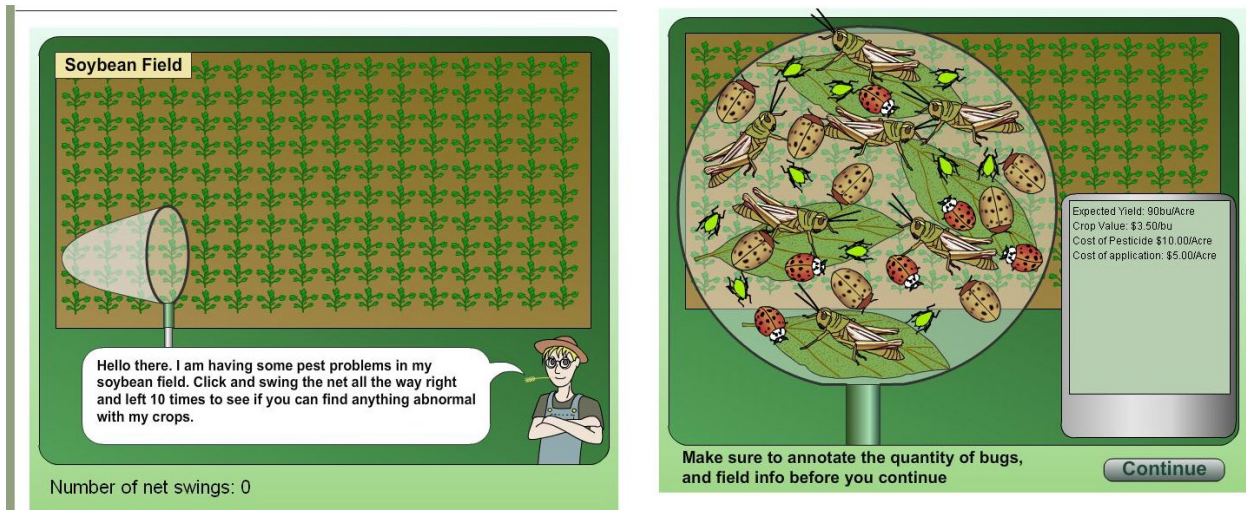
Collecting samples of pests from a farm

The interface

http://www.itap.purdue.edu/studio/hotseat/

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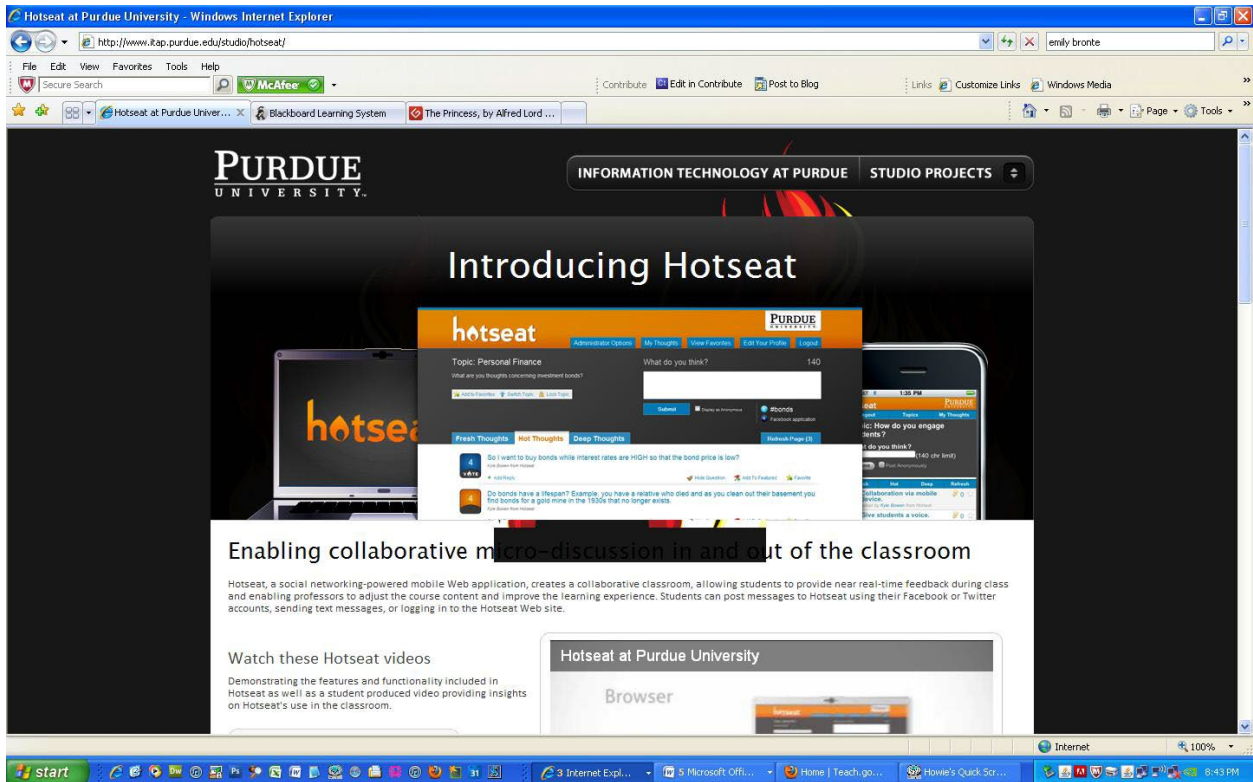
HotSeat on a laptop

HotSeat on a smart phone

The application is available as a web application and as an application on a smart phone. In addition, the application can be used as a voting tool.

Resources and Links:

1. http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterly MagazineVolum/HotseatOpeningtheBackchannelin/213668
2. http://mashable.com/2009/12/14/presentations-social-media/#
3. http://www.switched.com/2009/11/05/purdue-universitys-hotseat-brings-twitter-and-facebook-to-the/

Learning Space Design

Overview

The Agronomy Classroom at the Beck Center is designed to enhance the teaching and learning of Agronomy for all users ideally from middle school and up. The design of the space is intentional as it is meant to foster collaboration and research in all learners.

Aesthetic and Universal Design Considerations

The space will have the following features:

- A large multipurpose auditorium
- A Lab
- Storage facilities

[What does your space look like? What are your choices for colors, lighting, furnishings, and layout? Why did you make these choices? How does your space adhere to principles of universal design? Delete all bracketed text when finished with it.]

Design Diagrams

Tony Graves
Human Issues in Technology
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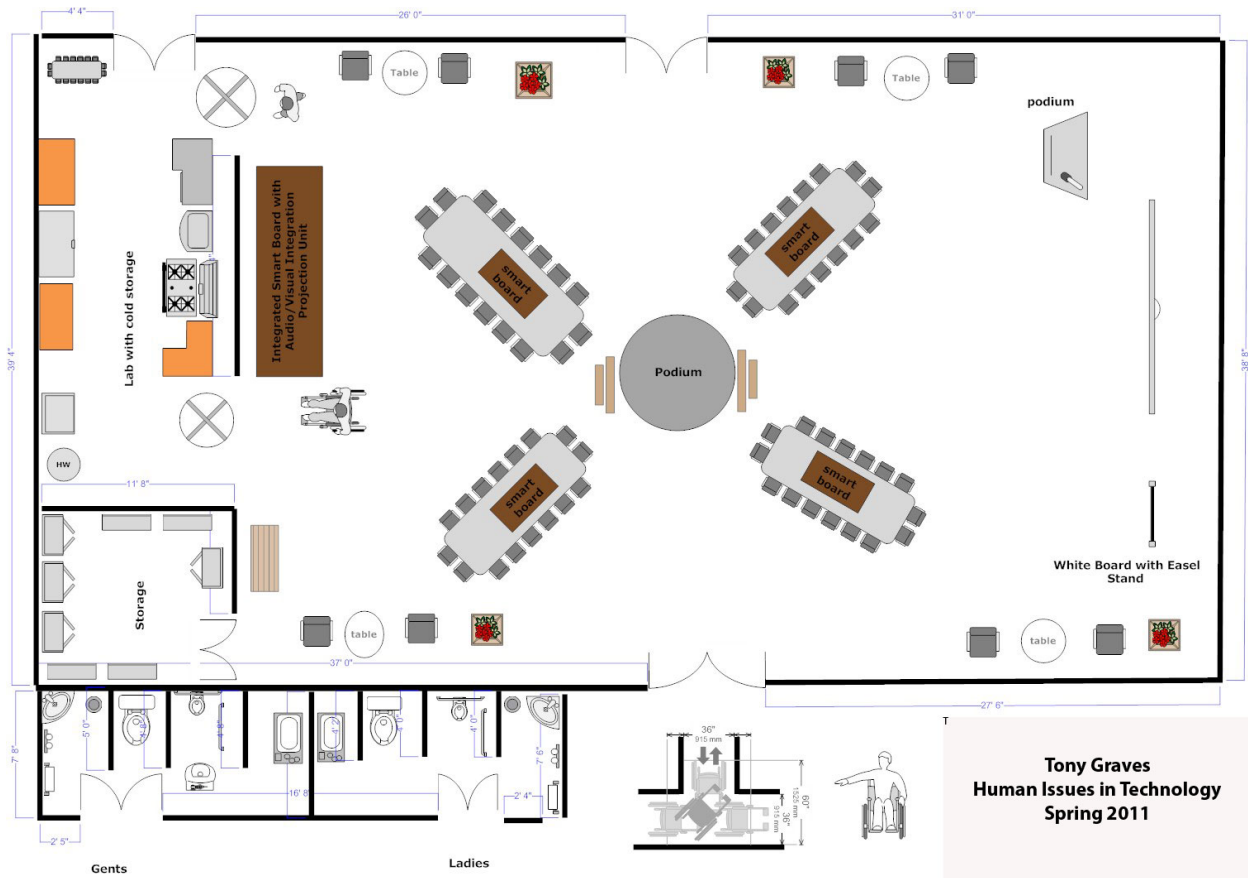
[Please copy/paste or otherwise link or refer the reader to the diagrams you have developed for this space Remember to provide labels of items in the space and be as detailed as you can. Use Inspiration, Fireworks, Google Sketch Up, and the Word/PowerPoint drawing tools - whatever works best for you - to design the layout of the learning spaces in your environment. They can be simply blueprint-type layouts, but they should give a good illustration of the space you are describing in your narrative. Be creative and remember that the sky's the limit! Delete all bracketed text when finished with it.]

Learning Activities in the Environment

[How do people as a whole learn the things they need to learn here (i.e., small groups, large formal settings, etc.)? More than likely it will be some sort of mixture of several forms, and you might decide that different types of groups need different types of spaces. For example, principals and teachers may not prefer to learn in the same classrooms as their students, so a separate professional development center would likely need to be included at the school. Describe the different learning situations that you can envision taking place within your environment, based on the practices, attitudes, and needs of the different groups who use it. Delete all bracketed text when finished with it.]

Technology Integration

[Describe how technology will be integrated into the space. How will people use this technology? What purpose will it serve? Delete all bracketed text when finished with it.]

Assistive Technology

[Refer back to your adaptation chart and describe the assistive technology used in the space more thoroughly, as well as how it will be used by target audience groups. Why have these technologies been chosen and how do they fit into the overall universal design of the space? Delete all bracketed text when finished with it.]

Budget

[The learning space budget should contain detail on every item you propose to purchase for this space, including price, quantity, and vendor. Double-clicking on the spreadsheet object below will open Microsoft Excel. If you need additional rows on the Excel spreadsheet, simply add them, and if you wish to add more rows and columns, please feel free. Delete all bracketed text when finished with it.]

Furnishings							
Item Description	**Notes**	**Vendor**	**Link**	**Quantity**	**Price**	**Total**	
						0	
						0	
						0	
						0	
						0	
						0	
						0	
						0	
						0	
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Technology							
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Assistive Technology							
						0	
						0	
						0	
						0	
						0	
						0	
						0	
Other Items							
						0	
						0	
						0	
						0	
					Grand total	**0**	

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Acceptable Use Policy

[The Acceptable Use Policy defines the responsibilities of the users and the organization in regards to technology, including network use, data security, computer and electronic device use, email, and other forms of electronic communication. It is a very important document that protects both the organization and its users, both from each other, themselves, and the outside world. It also reflects the values and vision of the organization.

A good AUP should contain:

- Statements regarding the responsibilities the organization/IT staff has in maintaining network and data security

- Statements regarding the responsibilities of the users (students/teachers/employees/staff) has in maintaining network and data security

- Policies regarding what users can and cannot do on the network or with provided electronic services (computers, devices, telecommunications, etc.)

- Penalties regarding transgression

Note that the best AUPs provide tiered penalty structures that take into account first-time offenses and the severity of the offense. You should *not* be providing simply blanket statements that say things like, "Users found in violation of the above policy will lose access to organization resources." This is not only insensitive and illogical, but also very vague and often will not stand up to scrutiny in court. Think like a lawyer if you can, and research other, good policies. You may borrow boilerplate "legalese" from existing AUPs if you wish, but be warned that many existing AUPs out there are not all that great. You may find yourself writing your own policy, and/or borrowing or editing from multiple sources in order to make a policy that meets your needs. Depending on the scope of your learning space, you may also need more than one policy – remember to include all target audiences in any way you can! Your textbook will also assist you in this unit.

The following headings may help you structure your AUP. Please delete all bracketed text when finished with it.]

Scope and Target Audience(s) for the Policy

Purpose and Definitions

Responsibilities of the Organization

User Expectations and Responsibilities (Acceptable Uses)

Unacceptable Uses (Violations)

Penalties for Violation

Agreement and Signature

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References

[Be sure to cite all supporting references in proper APA style. At minimum, all you need to fulfill the APA citation requirement is a short bibliography of 3-5 references related to your learning space narrative. This will likely include any the textbook, chapters from the Learning Spaces e-book, and any other online references you have. Note that your references should include *scholarly* references, not just information from product websites or other, non-scholarly sources. You may, however, include your vendors in this bibliography if you wish, but you can also choose to leave those only on your budget document. Delete all bracketed text when finished with it.]

Source: The Northeast Texas Consortium, . (2011). *Glossary*. Retrieved from http://www.netnet.org/students/student glossary.htm

AN EASY GUIDE TO DISABILITY ETIQUETTE FOR COMPUTING SERVICE PROVIDERS
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Your attitude can make a big difference. One of the most difficult barriers people with disabilities face is negative attitudes and perceptions of other people. Sometimes those attitudes are deep-rooted prejudices, based in ignorance and fear. Sometimes they are just unconscious misconceptions that result in impolite or thoughtless acts by otherwise well-meaning people. In either case, they form an obstacle to acceptance and full participation in society for people with disabilities.

This pamphlet is not a list of strict rules and regulations. It's an attempt to foster understanding, clear up misperceptions and help you relate as a service provider, and as a person, to people with disabilities. Disability is often perceived as a yes-or-no proposition. You either are disabled or you're not. The truth is that disability is a continuum. At one end are perfect people --not many of those around-- and at the other end are people with severe impairments. Most of us fall somewhere in the middle. But, we're all people and we all want to be treated with respect.

With that in mind, here are some general tips on relating to people who may have special needs. Inside this pamphlet, you'll find more specific tips for working with somebody who has a specific disability.

- DON'T ASSUME a person with a disability needs your help. Ask be fore doing.

- MAKE EYE contact and talk directly to the person, not through the person's companion.

- AVOID ACTIONS and words that suggest the person should be treated differently. It's OK to invite a person in a wheelchair to go for a walk or to ask a blind person if he sees what you mean.

TREAT PEOPLE with disabilities with the same respect and consideration that you have for everyone else.

Some Helpful Hints

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Visual Impairments

- BE DESCRIPTIVE. You may have to help orient people with visual impairments, and let them know what's coming up. If they are walking tell them if they have to step up or step down, let them know if the door is to their right or left, and warn them of possible hazards.
- YOU DON'T have to talk loudly to people with visual impairments. Most of them hear just fine.
- OFFER TO READ written information for a person with a visual impairment when appropriate.
- IF YOU are asked to guide a person with a visual impairment, offer him your arm, instead of grabbing his.

Speech Impairments

- LISTEN PATIENTLY. Don't complete sentences for the person unless he looks to you for help.
- DON'T PRETEND you understand what the person with a speech disability says just to be polite.
- ASK THE PERSON to write a word if you're not sure of what he is saying.

Hearing Impairments

- FACE PEOPLE with hearing impairments when you talk to them so they can see your lips.
- SLOW the rate at which you speak when talking to a person with a hearing impairment.
- INCREASE THE LEVEL of your voice.
- COMMUNICATE BY WRITING if necessary.

Mobility Impairments

- TRY SITTING or crouching down to the approximate height of people in wheelchairs or scooters when you talk to them.
- DON'T LEAN on a person's wheelchair unless you have his permission --it's his personal space.
- BE AWARE of what is accessible and not accessible to people in wheelchairs.
- GIVE A PUSH only when asked.

Learning Disabilities

- DON'T ASSUME the person is not listening just because you are getting no verbal or visual feedback. Ask him if he understands or agrees.
- DON'T ASSUME you have to explain everything to people with learning disabilities. They do not necessarily have a problem with general comprehension.

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- OFFER TO READ written material, if necessary.

Note on Guide Dogs

Many people with visual or mobility impairments use guide dogs to help them compensate for their disabilities. These dogs are workers, not pets, and they have jobs to do. Always ask permission before you interact with someone's dog. Do not pet the dog or divert its attention from its work.

EASI www.easi.cc
Box 818
Lake Forest CA 92609