National Center on Health, Physical Activity and Disability

• Founded in 1999, NCHPAD is a public health practice and resource center for information on physical activity, health promotion, and disability, serving persons with physical, sensory and cognitive disability across the lifespan.
• Funded National Center on Disability from the Centers for Disease Control and Prevention, National Center on Birth Defects and Developmental Disabilities (NCBDDD)
• Operates within the UAB/Lakeshore Foundation Research Collaborative
National Center on Disability and Health

• National resource and practice center in health promotion, wellness and disability.

• NCHPAD is transforming communities by:
  – Providing resources to individuals
  – Promoting community and environmental change
  – Accelerating research to practice
  – Focusing national attention on the urgent need for inclusion
Current Work

Highlights

• **42** strategic partners with signed MOUs
• **National Advisory Panel** – 8 members
• Working to advance inclusive **diabetes prevention programming** nationally
• In **2020** we prioritized almost **500k** in grant funds to **26 organizations**.
• Hit **20k** Youtube Subscribers with over **8 million** impressions.
• E-learning platform with over **35 On- Demand Trainings** [https://elearn.nchpad.org/](https://elearn.nchpad.org/)
• Recently completed our first **Children’s Book, Coloring book** and **Cookbook**!

Select Partners
Resources

- Targeted resources and tailored landing pages for select audience groups.
- Contribute disability inclusion information to national partners and public health campaigns.
- Robust video catalog on Youtube

Facebook: Facebook.com/nchpad
Twitter: @nchpad
Instagram: @nchpad
YouTube: YouTube.com/NCHPADorg
Discover Inclusive Events
A guide to creating access and inclusion at all events.

Disclaimer: This toolkit does not ensure ADA compliance. To find standards required by law, please visit www.ada.gov or other similar documents such as: http://www.ada.gov/guide/planning-guide-making-temporary-events-accessible-people-disabilities.

Go to Resources:
- Post-secondary Education
- Independent Living
- Health/Physical Therapy
- Employment
- Transportation
- Accessible Programs

Guidelines for Disability Inclusion in Physical Activity, Nutrition, & Obesity Programs and Policies
Implementation Manual
Wellness Challenge Coloring Book
Practice healthy nutrition and physical activity behaviors each day.
Print out & play!

Hosting Inclusive Virtual Wellness Activities

Overview

Here are some top tips to make sure your virtual wellness activity is accessible to everyone with or without a disability.

Be Considerate:
- Plan ahead to make sure your course is appropriate and accessible for all.
- Consider the needs of individuals with visual or hearing impairments as well as those with physical, intellectual or developmental disabilities.

Outline:
- Visual Environment
- Instruction
- Platform Accessibility
- Learning Process
YouTube

- Inclusive meditations
- Inclusive fitness
- How to video series
- Nutrition
- Intro to Exercise
- Much more
Fitness at Home

Videos

“Thank you!! This is GREAT, so well rounded. It has started me going again - locked up in the pandemic. I eventually added some light weights for arm movements along with legs. THAT really makes for SUCH a workout!!”

“So great! A workout I can do, with someone who is my size! So perfect!”

“Thanks for the video and workout! My wife and I are both couch potatoes during lockdown and this workout has really helped us. :-()”
Inclusive Nutrition Videos

Inclusive Nutrition

27 videos • 531 views • Last updated on Jan 30, 2019

Public

This playlist features nutrition information and considerations for people with disabilities and chronic health conditions.

Inexpensive Tips for Cooking Accessibility
National Center on Health, Physical Activity and Disability (NCHPAD)

Independent Cooking With Vision Loss
National Center on Health, Physical Activity and Disability (NCHPAD)

Independent Cooking With Adapted Tools
National Center on Health, Physical Activity and Disability (NCHPAD)
Assessment Needs and Resources
Public Health Data sources

Data Source
- CDC's Disability and Health Data System (DHDS)
- Disability Statistics Compendium (University of New Hampshire)
- American Community Survey (Census)

What it contains
- Health disparity data for adults with disabilities (BRFSS)
- Disparity Data on adults with disabilities, updated annually
Selected Assessment Tools to Recognize Barriers

**Tools**
- ADA Checklist for Existing Facilities
- Accessibility Instruments Measuring Fitness (AIMFREE)
- NCHPAD's Community Health Inclusion Index (CHII)
- Additional Community Health Inclusion Assessment Tools

**Source**
- [www.adachecklist.org](http://www.adachecklist.org)
- [https://www.nchpad.org/426/2313/AIMFREE~Manuals](https://www.nchpad.org/426/2313/AIMFREE~Manuals)
- [https://www.nchpad.org/1273/6358/Community~Health~Inclusion~Index](https://www.nchpad.org/1273/6358/Community~Health~Inclusion~Index)
- [https://www.nchpad.org/1261/6287/Community~Health~Inclusion~Assessment~Tools](https://www.nchpad.org/1261/6287/Community~Health~Inclusion~Assessment~Tools)
Power of a Walk Audit
What to assess?

- Physical space, program elements, attitudes
- Readiness for Inclusion Surveys at Organizational and Employee Levels

- **Food environments** – cafeterias, vending machines, kitchens, water fountains, etc.
- **Physical activity environments** – sidewalks, indoor or outdoor walking trails, fitness room, desk space, meeting spaces, etc.
The Americans With Disabilities Act of 1990

Civil rights law that prohibits discrimination against, or segregation of, persons with disabilities in all activities, programs, or services.

Guarantees basic level of access to:

- Employment
- State or Local government programs
- Public Accommodations
- Telecommunications
- Transportation

Image Credit: ADA National Network
Inclusive Health Promotion Programs
Process evaluation

Programs should implement process evaluation (with transparent monitoring, accountability and quality assurance) that includes feedback from people with disabilities and family members, personal assistants, caregivers or other representatives, and a process for making changes based on feedback.
What is process evaluation?

• Measures the who, what, when, and how related to implementation of the program or service
• Can help to identify why the program was successful or why it wasn't
• Keep data as you go so you can look back on the process
• Can use interviews, surveys, focus groups to ask about experiences of people with disabilities and the implementers
Examples of process evaluation

✓ Are we meeting the needs of people with disabilities?
✓ Are we reaching people with disabilities in our recruitment efforts?
✓ What is working well?
✓ What's not working well, and why not?
✓ What factors didn't we account for when we were planning? Good or bad? Barriers or facilitators?
✓ Are the program instructors/implementors following the curriculum? How are they doing?
Example

Inclusive DPP class evaluation:
- Interview
  I didn't know the class was for me
  Instructors didn't feel equipped to adapt
  Weight loss isn't working
  The bus is always late
Outcome evaluation

Programs should collect outcomes data, using multiple disability-appropriate measures.
Outcome evaluation tips

• Be thoughtful in choosing outcome indicators
• Use different methods of collecting data
  ✓ Smart phone apps, large print, paper versions, electronic
• Surveys should be offered in accessible formats in understandable language
  ✓ Ensure accessibility of online forms
• Rephrase questions to be applicable to your end users
Example

DPP class outcome evaluation

• Measured movement minutes.
• Made wheelchair accessible scales available at all class sites
• Retention among people with a disability was high.
5 MIN BREAK
You’ve Done Assessments, Evaluation and Identified the Problems, Now What?!

Identify The Solution!

Choose inclusion strategies that are most appropriate to address the inclusion and/or accessibility problem.
What are Inclusion Strategies?!

Strategies to use in order to increase equitable access and active participation for individuals with disabilities in programs and services in their community

- **Ex Problem:** Staff are not knowledgeable about working with individuals with intellectual disabilities
- **Ex strategy?** (GRAIDs)
Program Inclusion Domains (Ingredients)

- Built Environment
- Services
- Instruction
- Equipment & Technology
- Policy
Adaptation Examples

**Domains**

1. Built Environment
2. Services
3. Instruction
4. Equipment/ Technology
5. Policy

**Program Adaptations**

1. Practice venue and all surrounding areas are accessible.
2. Staff training includes disability etiquette as well as adaptation principles.
3. Appropriate alternative formats for all worksheets and handouts. Provide lists and agendas. UDL
4. Have adaptive equipment and make sure it's available. Interpreters
5. Providing Sign Language Interpreters.
Inclusion Solution vs. Implementation Approach

Implementation Approaches

• Devising a plan to **put the inclusion strategies** into action with approaches that help **overcome the known barriers**
Steps to finalize inclusion solutions

- Prioritizing Strategies
- Minding the Gap
- Customization
Prioritizing Inclusion Strategies

Prioritization based off of:

- Legislation gaps
- Assessment results (*applicability*)
- Needs and wants of the community (*acceptability*)
- Resources available (*feasibility*)
- Prevalence of specific conditions served in high numbers
- Likelihood of success and/or impact
- 9 disability inclusion guidelines
- Others?
Mind the Gap

• How services or programs are currently delivered vs. how inclusive services or programs should be organized and delivered

• Gathering detailed information about the extent of the inclusion problem
  o The gap might be small, or it could be significant
  o Is it a policy/legislation issue?

• It provides specific information about the local practice setting
  o Clarification of what and how much is needed to make change in the current setting or system
    o Helps to make informed decisions on how to best prioritize the strategies

• Collect baseline data on the gaps and monitor changes overtime
Customizing Inclusion Strategies to the Local Context, Practice, and System

• Tinker with the Inclusion Strategy  
  – Small or large changes  
  – Consider:  
    • **Barriers & facilitators** to the inclusion strategies  
    • **Culture** of the organization/program, community  
    • **Resources** available  
    • **Priorities** of the organization/program, community
Customize the Inclusion Strategies

• Examples of Customization
  – Wording of the strategy
  – Disability specific focus
  – Buy equipment needed to monitor changes related to the strategy (e.g., a door gauge)
  – Recruitment methods
Recruiting
Customize the Inclusion Strategies

- Need to identify and involve additional stakeholders and resources (e.g., skills, influence) in order to customize and carry out the inclusion strategies the way that the local community needs it to be carried out
  - The practice, executive, policy or systems level, organization authority, supports, or other disability organizations, and other partnerships might be needed

- Have there been changes in the organization’s budget, political environment where different strategies need to be chosen than what was planned for?
Green, Yellow, Red, Light Adaptations

Provides guidance on whether a particular adaptation is:

- Safe to make (green light)
- Should be made with Caution (yellow light)
- Should be avoided (red light)
Examples

**Green Light:**
- Pictures of people in advertising materials
- Hard to read words that affect reading level
- Wording to make things culturally appropriate for your audience
- Ways to recruit

**Yellow Light:**
- Substituting activities
- Adding activities to address other risk factors or behaviors
- Changing the order of curriculum or sequence of steps

**Red Light:**
- Changing a specific model or theory
- Deleting core elements of a program
- Adding elements that distract from the core
National Diabetes Prevention Program
Class Example:

<table>
<thead>
<tr>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images of people with a disability in advertising. Inclusive language used. Provide training for instructors.</td>
<td>Moving the location of the class. Offering the class virtually. Field trip accessibility.</td>
<td>Leaving out certain chapters of the curriculum. Teach in the order it was directed. Don't avoid weight loss measurements.</td>
</tr>
</tbody>
</table>
Prioritize Inclusion Strategies

### Prioritizing Inclusion Solutions Options

Inclusion Solution Proposed: Click here to enter text.

<table>
<thead>
<tr>
<th>Equity</th>
<th>Effectiveness</th>
<th>Costs</th>
<th>Acceptability</th>
<th>Timing</th>
<th>Uncertainty</th>
<th>Sustainability</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Unsure</td>
<td>Unsure</td>
<td>Unsure</td>
<td>Unsure</td>
<td>Unsure</td>
<td>Unsure</td>
<td>Unsure</td>
<td>Unsure</td>
</tr>
</tbody>
</table>

**Definitions:**

**Equity:** Is the solution:
- Selective, does it reach the target group? Evenly distributed, does it affect a few people a great deal or a lot of people only slightly?

**Effectiveness:** Will the solution:
- Achieve the desired results? Also achieve other benefits? Increase capacity to respond to future problems?

**Cost:** How expensive will it be, will it save resources overall (in the long-term)?; Is it affordable?; are the required human skills and resources available?

**Acceptability:** Is the solution politically and socially acceptable? Is it what stakeholders identified as important?

**Timing:** How soon will the benefits be realized? Can spending funds be delayed if needed?

**Uncertainty:** To what extent are the benefits ‘guaranteed’?

**Sustainability:** Of action, and the capacity/infrastructure required

**Other:** Any other considerations for prioritization (e.g., Overall feasibility, gaps in policy/legislation, 9 inclusion guidelines)
Tactical Urbanism
Goal setting activity

• What are the big barriers and challenges to walking in your community
• What short term goals can we set ourselves to build momentum for our walking plan?
• What long-term goals can we set that will lead to increased walking and other community benefits.
What is a pop-up?

• Tactical Urbanism
• The practice of temporarily making public spaces more walkable, bikeable, inviting and productive.
• Being used as best practice to activate spaces
Pop ups

• Identify a place that could be improved.
• Coordinate with local jurisdiction to temporarily install improvements at the site.
• Public uses it and provides feedback.
• Informs the development of future permanent infrastructure.
Final Thoughts

• Inclusion strategies chosen should have a justification for why they were chosen
• Identifying inclusion strategies should be a group decision, not a decision of 1 or 2 people
• Inclusion strategies chosen might change- and that’s ok
Action Plan

• You don't have to do everything at once
• Set short-term, intermediate, long-term and on-going goals
• Identify persons responsible, set a timeline, identify funding and partners
• Remember:
  – Inclusion happens through partnership!!
  – Inclusion is a continual process!!
Activity:

Develop your plan to take this back to your organization:

– How will you train the program staff on this step?
– What specific steps will you follow to work with your staff to identify, prioritize, and customize inclusion strategies?
<table>
<thead>
<tr>
<th>Activity and Timeline</th>
<th>Persons Responsible</th>
<th>Initial Steps</th>
<th>Funding Available? Required?</th>
<th>Partners and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term</strong></td>
<td></td>
<td></td>
<td></td>
<td>Maintain and regularly update a list of accessible transportation options.</td>
</tr>
<tr>
<td>Identify local accessible transit, paratransit and ridesharing options within 2 weeks</td>
<td>Program Manager</td>
<td>Conduct web search</td>
<td>None</td>
<td>Integrate transportation information into enrollment process</td>
</tr>
<tr>
<td><strong>Intermediate Term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Accessibility review of program site within 2 months</td>
<td>Facilities Manager, site coordinator, lead program coach</td>
<td>Contact local center for independent living</td>
<td>Use core grant funding to address barriers identified in accessibility review</td>
<td>Conduct accessibility reviews annually</td>
</tr>
<tr>
<td><strong>Long Term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring web site up to Section 508 or WCAG compliance within 1 year</td>
<td>IT manager, executive director, lead program coach</td>
<td>Research best practices and accessibility regulations for web sites</td>
<td>Use core grant funding, obtain additional grant funding as deemed necessary</td>
<td><a href="http://www.webam.org">www.webam.org</a> or <a href="http://www.section508.gov">www.section508.gov</a> contain ICT accessibility guidelines and standards</td>
</tr>
<tr>
<td><strong>On-Going</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Training on effective communication in person and in virtual programs</td>
<td>Site Coordinator</td>
<td>Contact localschool for the deaf and center for independent living</td>
<td>To Be Determined</td>
<td>Integrate effective communication training into monthly staff in-service</td>
</tr>
</tbody>
</table>
Online Portal

https://elearn.nchpad.org
Questions

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1-800-900-8086