

# Building Bridges

## Project Connect

OSSPEAC 2022 Conference  
Session #46

Kathy Keaggy, MA CCC-SLP

**Making Events & Activities  
Inclusive & Accessible**

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### SCHEDULE

**1:30 pm** - Welcome, Introductions, Disclosures, Learner Outcomes, What to expect

**1:45 pm** - What people want/need (Maslow's Hierarchy), LRE & ICS

**3:00 pm** - Group Break

**3:10 pm** - Event examples, Things to consider (quick fixes), How to make contact with the people in charge

**4:15 pm** - Q&A, Feedback survey

**4:30 pm** - Conclude session

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### Kathy Keaggy

**Mom:** Emilee (19), L (18), Via (15)

**M.A. CCC-SLP** (24 years)

**Founder:** The Squeaky Wheel Theater Company (SWTC)

**Event Director:** Santa's Special Night, All Inclusive Photography Series

**Hometown:** Columbiana, OH

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## Disclosures

- Employed as an SLP by my county's ESC
- Financial Disclosure:
  - complimentary registration for OSSPEAC 2022
- NonFinancial Disclosure:
  - Producer for The SWTC Special Needs Program for which I am not compensated

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## Learner Outcomes:

- Feel inspired & empowered to make at least one local community event, activity or group accessible to all members of the community.
- Know how to translate the educational concepts of LRE & ICS beyond the classroom and into your community.
- Recognize the importance of breaking down barriers that make many community events difficult for families with special needs.
- Know how to help others who are not in our field feel more comfortable about Special Needs through increasing knowledge & awareness.

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## What to expect today

Discussion about inclusion, LRE & ICS: it makes sense to transfer these concepts into our communities outside of the school environment.

Discussion about community events & activities. How do these experiences differ for people & families with disabilities?

Brainstorm ways to make existing events accessible.

Identify strengths & needs in your community regarding awareness & inclusion.

Examples of All Inclusive events.

Fun, engaging & interactive discussion peppered with humor & chocolate.

1:30pm-4:30pm. Break when you need it. 10 minute group break around 3:00 pm.

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## Tell me about yourself

Where do you work?

What organizations & clubs do you belong to within your community?

What types of activities & events do you like to attend?

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## What most people want/need:

(Beyond Physiological & Safety needs)

- Connection (Acceptance, Belonging)
- Worthiness (Value, Talent acknowledgement)
- Mattering (Significance, Importance)

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## Maslow's Hierarchy



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## What or Who is Your “WHY”?

Everyone should have access to the same opportunities and experiences.

“It’s up to us all to create a conversation around accessibility in order to spread best practices and throw events that are that much more inclusive and, in turn, that much more extraordinary.”

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## Sarah’s Santa



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Find a need and fill it,  
find a hurt and heal it.

Tommy Barnett

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**Heroes & Halos Fun Run, Walk & Roll and 5K**



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**What are some clubs, organizations & events in your community?**

**Are they accessible to everyone?  
Why/why not?**

**What could be done to make them accessible?**

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## Where can improvements in Speech & Language happen?

## Who can assist in the process?

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## Least Restrictive Environment

Children (people) should be learning (interacting) with peers.

This means they should spend as much time as possible with peers who do not receive special education, i.e. Inclusion.

LRE isn't a place, it's a principle.

Why do we believe in this principle? What is the overall goal & purpose?

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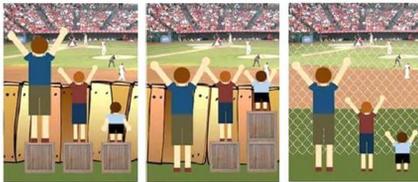
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### EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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# Integrated Comprehensive Services

## **Integrated/In-Class Services**

By providing integrated/in-class services, SLPs work closely with teachers and classroom staff—along with other specialized instructional support personnel (SISP)—to collaboratively address students' goals. This increases team coordination and competency to provide assistance and support to students. Research shows that when SLPs model and instruct on how to implement recommended accommodations and modifications, results include improved communication interactions within the classroom setting (Blosser, 2011).

Determining which model to use within the general education classroom is based on student need and collaboration with the teacher.

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## **Santa's Special Night**



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## Things to Consider

- **Visibility** – Consider those with impaired sight
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- **Mobility** – Consider those who may be in a wheelchair or have other mobility impairments
- **Technology** – Consider those who may need to use adaptive devices
- **Service Animals** – Consider access and space for service dogs
- **Environmental** - Consider those with Multiple Chemical Sensitivity (MCS) or Idiopathic Environmental Intolerances (IEI)

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## Communicate

- Use of flash photography
- Any sort of strobe lights or flashing images that may cause seizures
- Distinctly amplified sounds/music
- The use of fog machines/any other chemicals or smells that may make your space inaccessible to individuals with Multiple Chemical Sensitivity (MCS) or Idiopathic Environmental Intolerances (IEI)
- Interpreting services.

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## Tips

- Respect each Individual's independence.
- Watch your language; train yourself to recognize the person and not the disability.
- Ask for permission to interact with any service animal.
- Don't assume that talking loudly will help someone understand better.
- Be aware some disabilities are invisible.
- Always consider: "How would I want to be treated?" And if you're unsure: ask.
- COMMUNICATE.

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## Miss Dana's Rock Stars



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## All-Inclusive Easter Egg Hunt



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# All-Inclusive Trunk or Treat



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## Girl Scouts



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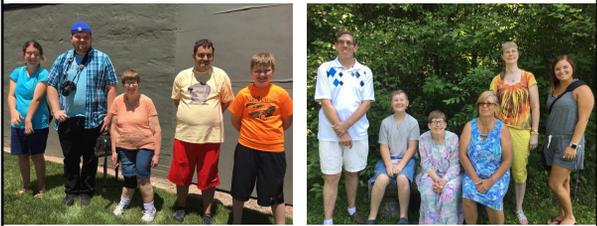
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### All Inclusive Photography Series



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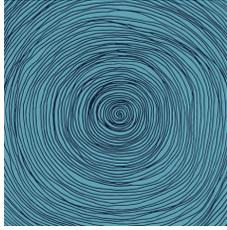
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## In the Community

Library  
Movie theater  
Church  
Bowling  
Amusement parks  
Clubs & Organizations  
Events  
EVERYTHING!



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## Quick facility fixes

**Parking:** Where accessible parking is inadequate, or simply non-existent, spaces can be designated temporarily. Pavement tape, barricades, or the ever-popular orange traffic cones can serve to define space for parking and access aisles; temporary signs can be posted. Accessible parking should be located on surfaces that are as level and stable as possible, and connect to accessible routes that lead to entrances, transportation stops, or event areas.

**Ramps:** Portable ramps can be used to overcome curbs or steps; they must be securely placed or installed so that they do not shift when used. Ramps with drop-offs should always have curbs to keep people from going over the edge.

**Doors:** Installing off-set (or swing-away) hinges can add a couple of inches of clear space at a narrow door. Add-on lever hardware can be attached to round doorknobs to make them easier to operate. Where doors are heavy, it may be possible to simply prop them open or even remove them for the duration of an event.

**Routes/surfaces:** There are a variety of products that can be used to create temporary accessible surfaces. These products, including modular or roll-out materials, work well in outdoor environments where natural surfaces consist of grass, sand, or other loose materials.

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**Detectable warning devices:** Detectable warning devices, such as planters or other heavy objects, can be placed on the floor beneath hazardous protruding objects (e.g., wall-mounted fixtures that project more than four inches) so that people who are blind or have low vision will avoid them.

**Signs:** Easy-to-understand signage is often a critical communication component at an event, especially for individuals with disabilities, who may need to use alternate routes or find accessible facilities. If a facility does not have good general signage in place, consider adding some temporary signs (e.g., "Elevators" with a directional arrow). "Event-specific" signs may be needed as well (e.g., "Festival Parking / ACCESSIBLE PARKING ONLY IN THIS LOT). Signs should be easy to see and read, with non-glare finishes, simple lettering, and good contrast between characters and background.

**Bathrooms:** Accessible port-a-potties.

Despite your best efforts, there may still be a need for assistance or accommodation on an individual level. But then, a little human interaction may be one of the reasons we planned the event in the first place. Be flexible and prepared to address needs and concerns as they arise.

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## How to:

Make contact with person/organization in charge

City Council, School Board, Park Board, Tourism Bureau, Chamber of Commerce, committee

Write up proposal: include date, time, registration info...

Get on meeting Agenda

Attend meeting(s), if required

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## Reader's Digest Nicest Place in America



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## Squeaky Wheel Theater Company



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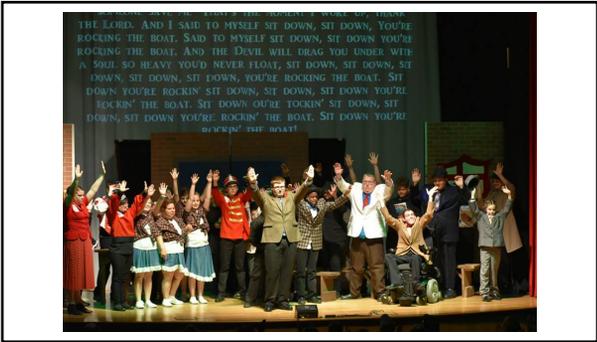
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## VOLUNTEER TRAINING



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Making your event more accessible and inclusive is the first step. It also opens up a space to begin a much-needed conversation around accessible event planning and becoming an advocate.

This may require some thought and work, as it will probably force you to rethink how you typically throw events and do business around your events.

Part of this rethinking might also include reaching out to your attendees both during and after the event to see how things went and if they were comfortable, informed, and able to fully participate. It's a great idea to get feedback and continue to improve your planning practices around accessibility.

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# Q&A

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## PD Feedback Survey

The purpose of this survey is to gather information regarding the quality of the professional development in which you have engaged. This information will be used to guide future professional development.

Thank you for your time & input.

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## Contact Info

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