# Communication

Accessibility Worksheet for greater

inclusion of Disabled UUs in congregations

Full participation in all aspects of congregational life for disabled people is the aspiration for UU congregations. This is a big undertaking and one that is ongoing. **Accessibility is only one part of this, but it is essential. Here, we cover one of the many areas within congregational accessibility.** As new technologies emerge, this list will change. Additionally, the brief accessibility checklist is not complete or specific to you. This checklist is meant to start the conversation. Your building, grounds, and/or policies are unique to your congregation. We encourage everyone to participate, either through a survey created for your congregation, or helping with or giving input on accessibility projects.

Each worksheet has four sections and should be revisited for updates.

1. Links to EDUCATIONAL RESOURCESwith detailed information.
2. CHECKLIST:
	1. Check **Yes or No** as it applies at this moment even if you have plans to add this accessibility in the future.
	2. Mark **NA** if it does not nor ever will apply. For example, an elevator would never be installed in a single-story building with no basement.
	3. In the **Action** column, note what needs to happen next. Does another committee need to be involved? If so, what committee? Would this item be best handled by someone on the staff? Use the **Notes** for additional space.
3. SOME THINGS TO CONSIDER poses questions to start conversations on dismantling ableism in your congregation.
4. ADDITIONAL RESOURCES are articles, blog posts, activities, and other information that is current and will be revised yearly.

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| Educational Links:Effective Communication https://www.ada.gov/effective-comm.htmDocument Accessibility Standards https://www.access-board.gov/ict/Website Accessibility https://www.uua.org/leadership/library/accessible-website |
| Checklist | Yes | No | N/A | Action |
| 1. Are printed materials available (or upon request) for Sunday worship, workshops, forums and religious education in large print format or braille?
 |[ ] [ ] [ ]   |
| 1. Is our congregation accessible for people who use ASL as their primary language?
 |[ ] [ ] [ ]   |
| 1. Is the congregation aware of Deaf culture and the Deaf community?
 |[ ] [ ] [ ]   |
| 1. Are online services and meetings made accessible through captioning and visual descriptions?
 |[ ] [ ] [ ]   |
| 1. Are all documents we use checked for accessibility?
 |[ ] [ ] [ ]   |
| 1. Do congregational promotional materials both written and online include pictures of disabled people?
 |[ ] [ ] [ ]   |
| 1. Is the website accessible and does it include accessibility resources? See Website Accessibility
 |[ ] [ ] [ ]   |
| Notes: |
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Some things to consider:Have you tried to learn another language? What helped? Would you be able to take a test or do a job interview in that language? This article, *How can I work with a student who is deaf and speaks ASL but struggles with written English?*discusses a common occurrence, yet states that each person is unique in their needs. Making your communication accessible is often a daunting task. Accessible by Design is committed to making communication accessible for everyone. *Take the 21-day challenge here**.*

## Additional Resources:

What is an Accessible Document and Why is Accessibility So Important? https://www.rgsjpa.org/what-is-an-accessible-document-and-why-is-accessibility-so-important/

Creating Accessible Documents: https://www.washington.edu/accessibility/documents/

Make Your Documents Accessible for People with Disabilities https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d

Incorporating Accessibility into Communication: A Guide for Modern Communicators https://abledocs.com/en/incorporating-accessibility-into-communication-a-guide-for-modern-communicators/

We welcome your feedback and additions to this form: equualaccess@gmail.com