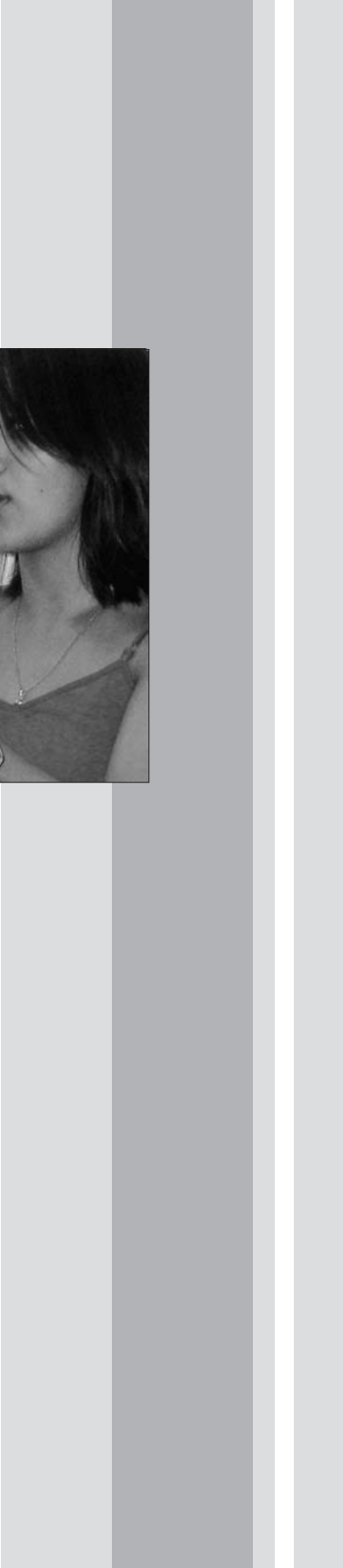


APPENDICES



APPENDIX A: MOBILITY INTERNATIONAL USA (MIUSA)

Mobility International USA (MIUSA) is a U.S.-based, national nonprofit organization whose mission is to empower people with disabilities around the world through international exchange and international development to achieve their human rights.

Its work is accomplished through three distinct areas of focus:

International Exchange – MIUSA coordinates and leads innovative international exchange programs for youth, young adults, U.S. and international professionals, and women. Since 1981, people with and without disabilities from more than 80 countries have participated in MIUSA's leadership seminars, disability rights workshops, cross-cultural learning, and educational exchange.

National Clearinghouse on Disability and Exchange – Since 1995, MIUSA has administered the National Clearinghouse on Disability and Exchange (NCDE), a project sponsored by the Bureau of Educational and Cultural Affairs of the United States Department of State. NCDE's purpose is to:

- Educate people with disabilities and related organizations about international exchange opportunities;
- Increase the participation of people with disabilities in the full range of international volunteer, study, work and research programs;
- Facilitate partnerships among people with disabilities, disability-related organizations and international exchange organizations.

NCDE provides conference presentations, collaborative initiatives, publications and resources, and information and referrals to disability and international exchange professionals, and to students, volunteers and individuals with disabilities interested in international exchange opportunities.

International Development and Disability – This program promotes the full inclusion and equal participation of people with disabilities at every level of the international development process. It serves as a bridge between the disability and development communities, providing technical assistance and training for inclusion and raising awareness about disability as a human rights issue.

Mobility International USA
 National Clearinghouse on Disability and Exchange
 PO Box 10767
 Eugene, OR 97440 USA
 Phone: (541) 343-1284 (Tel/TTY)
 Fax: (541) 343-6812
 Email: clearinghouse@miusa.org
 Web: www.miusa.org

MOBILITY INTERNATIONAL USA PUBLICATIONS

PRINT

Books and videos may be ordered online at www.miusa.org or by contacting MIUSA by email, phone or mail.

A Practice of Yes! Working with Overseas Partners to Include Students with Disabilities. This handy, quick-reference guide, designed for exchange professionals working with overseas partners to place students with disabilities in exchange programs, includes common concerns voiced by overseas partners and real world answers from experienced exchange professionals. Topics addressed in this publication include: assessing personal and institutional policies, barriers to participation by students with disabilities, reaching partner agreements, and best practices. 2004 ISBN#: 1-880034-45-X. Free.

A World Awaits You. This award-winning journal of success in international exchange includes personal experience stories, disability-related accommodation tips and ideas, along with international opportunities for people with disabilities. Free.

Building Bridges: A Manual on Including People with Disabilities in International Exchange Programs is a practical reference guide on in-

cluding people with disabilities in international exchange programs. This comprehensive manual features more than 250 pages of suggestions and creative ideas for including, recruiting and accommodating people with disabilities. It includes an extensive resource section. *Building Bridges* also addresses how to budget for disability-related accommodation costs, provide information in alternative formats, locate appropriate homestays and much more. 2006 edition, ISBN #: 1-880034-37-9.

Building an Inclusive Development Community: A Manual on Including People with Disabilities in International Development Programs is a compendium of useful information, discussion of issues, tips and strategies, examples of good inclusive development practice, and lists of resources for inclusion of women and men with disabilities. 2004 ISBN #: 1-880034-63-8 (print), 1-880034-64-6 (CD-ROM). Alternative format CD-ROM (with text, HTML, and PDF) available on request; audiobook also available.

Loud, Proud and Passionate®: Including Women with Disabilities in International Development Programs, a valuable resource for international development organizations, women's and disability organizations, International Studies and Disability Studies programs, and for any reader who wants to learn from women with disabilities from around the world. This edition features expanded and updated information from disabled women's organizations around the world, ground-breaking strategies and resources for inclusion. Second edition, 2002.

Preparing for an International Career: Pathways for People with Disabilities, a useful resource to help young or mid-career adults with disabilities to explore possibilities for working in the international affairs, development or exchange fields. It highlights different types of international occupations, job prospects, tips to prepare for an international career, insights from role models and emerging leaders with disabilities in these fields, and contacts for the international exchange and fellowship programs they participated in to get them where they are today. 2004 ISBN#: 1-880034-95-6. Free.

Rights and Responsibilities: A Guide to National and International Disability-Related Laws for International Exchange Organizations and Participants includes helpful information on disability rights law for international exchange advisors and participants. 2004 ISBN# 1-880034-47-6. Free.

Survival Strategies for Going Abroad: A Guide For People With Disabilities takes a personal approach to answering disability-related questions about international exchange. With extensive resources and travel tips, this book is designed to be as useful for study abroad offices and libraries as it is for the personal collection of any disabled person who wants to travel and learn. 2005 ISBN #: 1-880034-70-0.

VIDEOTAPES

All videos include captions

Building Bridges is a 15-minute video that provides practical, how-to information on topics such as recruiting participants with disabilities, arranging homestays, setting up accommodations abroad and where to obtain disability-related information. This video, a companion to the *Building Bridges Manual*, can be used as a tool to train both new and experienced staff at international exchange organizations. Available with audio descriptions upon request. \$49.00.

All Abroad! is a 15-minute informational video which answers questions related to funding, disability-related accommodations and details about the wide range of international opportunities that are available. The video also explains the major benefits of international exchange, how to have an international experience without leaving one's community and other frequently asked questions for those considering an international exchange experience. Available with audio descriptions upon request. \$49.00.

Loud Proud and Passionate[®] documents MIUSA's International Women's Institute on Leadership and Disability. Interviews with participants highlight the vision, determination, challenges and recommendations of women with disabilities who are grassroots leaders in more than 25 countries. MIUSA's unique model of international leadership training is illustrated as women with mobility, visual and hearing disabilities are shown in unique training workshops and team-building activities, from project development to an outdoor ropes challenge course. Available in Arabic, English, Russian and Spanish. \$49.00.

Loud, Proud and Prosperous® A Video Documentary. Through interviews with disabled businesswomen the video promotes new, more accurate images of women with disabilities in the global south, as micro-entrepreneurs supporting themselves and their families and agents of economic development. Available in Arabic, English and Spanish. \$49.00.

APPENDIX B: SAMPLE ACCOMMODATION FORMS SAMPLE DISABILITY ACCESS INFORMATION FORMS

These sample forms were originally developed for a workcamp program and a disability leadership exchange in the United States, but can be modified to serve the needs of any kind of international exchange or volunteer organization. Accommodation forms can be particularly helpful in identifying non-apparent disabilities, like asthma or carpal tunnel syndrome, which may require adaptations. Awareness of the needs of participants with disabilities is an essential factor in creating successful international experiences.

A NOTE OF IMPORTANCE

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, exchange organizations cannot inquire about an applicant's disability prior to having accepted that person into the program. Once a participant has been accepted, an organization may inquire about a disability in order to facilitate program adaptations.

Applicants with disabilities must be evaluated based on the same qualifications as any other potential participant. International organizations must not make any assumptions about an applicant's abilities or intelligence based on the fact that he or she has a disability.

SAMPLE FORM

DISABILITY ACCESS INFORMATION FOR PEOPLE WHO HAVE PHYSICAL DISABILITIES**Your Name** _____

Congratulations on being accepted to this international exchange program. Please answer the following questions in as much detail as possible, so that we can work together for a successful exchange experience.

In your own words, please describe your disability.**Tell us about who attends your school:**

Only physically disabled students _____

Only students who have disabilities (physical and other disabilities) _____

I am the only student who has a disability _____

Students with and without disabilities _____

Please describe in detail the techniques, equipment, adaptations or assistance you use to study (read textbooks, write, take notes, participate in class, do homework, etc.)

COMPUTER

Do you use a computer?

_____	_____	_____
Every day	Sometimes	Never

Do you use the Internet:
(email, web)

_____	_____	_____
Every day	Sometimes	Never

How do you type in your first language?

_____	_____	_____
Fast	Slow	Not at all

How do you type in English?

_____	_____	_____
Fast	Slow	Not at all

Please describe in detail any the techniques, adaptations, assistance or equipment you use (name of computer equipment, adaptive equipment or software programs, how it works, etc.)

COMMUNITY

Activities: please list your activities outside of school.

Tell us about who takes part in these activities: *check all that apply.

Only participants who have physical disabilities _____

Only participants who have disabilities (physical and other disabilities) _____

I am the only participant who has a disability _____

Participants with and without disabilities _____

Transport: Please describe in detail how you travel from home to school, social activities, etc.

HOME

How do you:

Prepare meals

_____ _____ _____
No assistance Some assistance Never/rarely do this

Please describe in detail the techniques, assistance or equipment you use to do this at home:

Do housework

_____ _____ _____
No assistance Some assistance Never/rarely do this

Please describe in detail the techniques, assistance or equipment you use to do this at home:

Dress

_____ _____ _____
No assistance Sometimes use assistance Always use assistance

Please describe in detail the techniques, assistance or equipment you use to do this at home:

Getting into or out of bed

_____ _____ _____
No assistance Sometimes use assistance Always use assistance

Please describe in detail the techniques, assistance or equipment you use to do this at home:

Bathing and grooming

 No assistance

 Sometimes use assistance

 Always use assistance

Please describe the techniques, assistance or equipment you use to do this at home:

Using the toilet

 No assistance

 Sometimes use assistance

 Always use assistance

Please describe the techniques, assistance or equipment you use to do this at home:

Personal Assistance: Who (if anyone) assists you with your personal care? Please list all:

EQUIPMENT *mark all that you use.

What equipment do you currently use?

None _____

Crutches _____
 Always

 Sometimes

 Never

Brace(s) _____
 Always

 Sometimes

 Never

Cane(s)	_____	_____	_____
	Always	Sometimes	Never
Walker	_____	_____	_____
	Always	Sometimes	Never
Manual (Push) Wheelchair	_____	_____	_____
	Always	Sometimes	Never
Power (Electric) Wheelchair	_____	_____	_____
	Always	Sometimes	Never
Sliding Board (for transfers)	_____	_____	_____
	Always	Sometimes	Never
Shower Chair	_____	_____	_____
	Always	Sometimes	Never
Grab bars (handles on wall)	_____	_____	_____
	Always	Sometimes	Never
Hand-held shower Hose	_____	_____	_____
	Always	Sometimes	Never
Other:			

What equipment that you will bring to the US? *circle all that you use.

- Crutch(es) Brace(s) Cane(s) Shower Chair Walker
- Manual Wheelchair Power Wheelchair Battery Charger
- Extra Wheelchair Parts Tires Tubes Transistors
- Wheelchair Batteries – Acid type Wheelchair Batteries – Gel Cell type Other_____

Do you have comments, concerns or questions about your equipment?

How do you travel around? *Circle all that apply to you.

Transportation Getting in and out of vehicles (no lifts)

Getting into a car:	Easy	Need Assistance	Not Possible
Getting into a van:	Easy	Need Assistance	Not Possible
Getting on a bus:	Easy	Need Assistance	Not Possible
Getting on a train:	Easy	Need Assistance	Not Possible

Please describe specifically the techniques, assistance or equipment you use to complete these activities.

WALKING

Are you able to walk with no assistance, equipment or support (such as a railing)?

Yes No

Are you able to walk with assistance, equipment or support (such as a railing)?

Yes No

Please explain:

Walking on flat city streets:

1 block:	Easy	Need Assistance	Not Possible
5 blocks:	Easy	Need Assistance	Not Possible
20 blocks:	Easy	Need Assistance	Not Possible

Walking over uneven surfaces like grass, gravel, up or down hill, etc.

100 feet:	Easy	Need Assistance	Not Possible
200 yards	Easy	Need Assistance	Not Possible
1/2 mile:	Easy	Need Assistance	Not Possible

Please describe specifically the techniques, assistance or equipment you use to complete these activities.

Wheeling (wheelchair users)

Do you push your wheelchair by yourself? Always Sometimes Never

If not: Who usually pushes you?

Flat, paved city streets

1 block	Easy	Need Assistance	Not Possible
5 blocks	Easy	Need Assistance	Not Possible
20 blocks	Easy	Need Assistance	Not Possible

Uphill paved city streets

1 block	Easy	Need Assistance	Not Possible
5 blocks	Easy	Need Assistance	Not Possible
20 blocks	Easy	Need Assistance	Not Possible

Uneven, unpaved surfaces like grass, gravel, etc.

100 feet	Easy	Need Assistance	Not Possible
200 yards	Easy	Need Assistance	Not Possible
1/2 mile	Easy	Need Assistance	Not Possible

Please describe specifically the techniques, assistance or equipment you use to complete these activities.

STANDING/SITTING**Standing**

Can you stand?	Easy	Need Assistance	Not Possible
5 minutes?	Easy	Need Assistance	Not Possible
20 minutes?	Easy	Need Assistance	Not Possible
45 minutes?	Easy	Need Assistance	Not Possible

Sitting

Can you sit for:

5 minutes?	Easy	Need Assistance	Not Possible
30 minutes?	Easy	Need Assistance	Not Possible
60 minutes?	Easy	Need Assistance	Not Possible
4 hours?	Easy	Need Assistance	Not Possible
Longer?	Easy	Need Assistance	Not Possible

Please describe any concerns you have about standing or sitting for an uninterrupted period of time. Include if you have developed pressure sores in the past or have them currently. Do you have seat cushions for a wheelchair or other strategies to prevent these scores on your skin?

Stairs

Stepping up and down stairs with a railing/wall.

1 step	Easy	Need Assistance	Not Possible
5 steps	Easy	Need Assistance	Not Possible
20 steps	Easy	Need Assistance	Not Possible

Stepping up and down stairs without a railing/wall

1 step	Easy	Need Assistance	Not Possible
5 steps	Easy	Need Assistance	Not Possible
20 steps	Easy	Need Assistance	Not Possible

Please describe specifically the techniques, assistance or equipment you use to complete these activities.

NEW EXPERIENCES

What new experiences would you like to try during your exchange experience?

Adaptive technology, (technology to make an activity accessible to people with disabilities)

YES Maybe No

Describe:

New sport, recreation activity Yes Maybe No

Describe:

Other new activity or experience:

Please tell us anything else that we need to know about how you do things or your interests:

Program Coordinator Relevant Observations:

Student Name:

Program Coordinator:

1. Please describe and explain your observations about the student’s disability, interests, independent living skills, strengths, etc.

2. Based on your observations and conversations with the student and parents, what assistance, adaptations, equipment, orientation or training is the student likely to require to be independent and successful in the home, community and/ or school?

3. What questions, concerns, expectations or ideas do you have or have been raised by the participant and/or parents, for international travel and for the exchange year?

SAMPLE FORM

DISABILITY ACCESS INFORMATION FOR PEOPLE WHO ARE DEAF OR HARD OF HEARING**Your Name** _____

Congratulations on being accepted to this international exchange program. Please answer the following questions in as much detail as possible, so that we can work together for a successful exchange experience.

AUDIOLOGY

Please describe your hearing in your own words: specifically how and what you hear in different circumstances and how you communicate.

Do you have documentation of your hearing loss from an audiologist that you can bring copies of with you to the United States?

Yes_____
No_____
Don't Know**COMMUNICATION****How do you communicate in your first language?**

Name of your first (spoken) language: _____

Do you speak (voice)?

Always_____
Sometimes_____
Never

If yes, how much of your speech do people other than family members usually understand?

0-25%_____
25-50%_____
50 - 75%_____
75-100%

Do you speech read (e.g. watch someone's face and lips to understand what is being spoken)?

Always Sometimes Never

If yes, how much conversation do you understand when you speech read?

_____ _____ _____ _____
0-25% 25-50% 50 - 75% 75-100%

How do you communicate in English?

Do you speak (voice)? _____ _____ _____
 Always Sometimes Never

If yes, how much of your speech **in English** do people other than family members usually understand?

_____ _____ _____ _____
0-25% 25-50% 50 - 75% 75-100%

Do you speech read (e.g. watch someone's face and lips to understand what is being spoken)?

_____ _____ _____
Always Sometimes Never

If yes, how much **English** conversation do you understand when you speech read?

_____ _____ _____ _____
0-25% 25-50% 50 - 75% 75-100%

SIGN LANGUAGE

Do you use sign language? _____ _____ _____
 Always Sometimes Never

Name of sign language(s) _____

Do you use American Sign Language? _____
Yes No

If yes, how fluent are you? _____
Fluent Conversational Beginning

Do you use signed English (as used in the U.S.), or cued speech transliterators?

_____ If yes, which one(s)? _____
Yes No

If yes, how fluent are you? _____
Fluent Conversational Beginning

Please describe in detail the techniques, equipment, adaptations or assistance you use, if any, to communicate in person with family, friends and other people.

DISTANT COMMUNICATION

Do you communicate by telephone? _____
Always Sometimes Never

If yes, how much do people (who are not family members) usually understand of your speech on the telephone?

_____ _____ _____ _____
0-25% 25-50% 50 - 75% 75-100%

If yes, how much conversation with people (who are not family members) do you understand on the telephone?

_____ _____ _____ _____
0-25% 25-50% 50 - 75% 75-100%

Do you use:

Teletypewriter (TTY)	Always	Sometimes	Never
Text telephone/Fax	Always	Sometimes	Never
Telephone amplification device	Always	Sometimes	Never
TTY relay system	Always	Sometimes	Never
Video relay system	Always	Sometimes	Never
Email on a computer	Always	Sometimes	Never
Pager with instant messaging	Always	Sometimes	Never
Someone to listen to the phone and interpret	Always	Sometimes	Never

Please describe in detail the techniques, equipment, adaptations or assistance you use, if any, to communicate from a distance:

EQUIPMENT

What equipment do you currently use, if any, in school, activities or at home?

Hearing aid _____ _____ _____
 Always Sometimes Never

 _____ _____ _____
 Right ear Left ear Both

Describe the type/batteries: _____

Amplification device

_____	_____	_____
Always	Sometimes	Never

Please describe:

FM audio loop

_____	_____	_____
Always	Sometimes	Never

Captioning device
(e.g. real-time typing system)

_____	_____	_____
Always	Sometimes	Never

Please describe:

Other:

Please describe:

What equipment will you bring to the US?

Do you have comments, concerns or questions about your equipment?

SCHOOL AND LEARNING**Tell us about your school**

Only deaf / hearing disabled students _____

Only students who have disabilities (hearing and other disabilities) _____

I am the only student who has a disability _____

Students with and without disabilities _____

How do you participate in lectures, class?

Sit in a particular seat
(in front, near teacher, etc) _____
Always Sometimes Never

Describe:

Use notetakers

Always Sometimes Never

Who? _____

Use sign language or other interpreters:

Always Sometimes Never

Who? _____

Use captioning system

Always Sometimes Never

Describe:

Use amplification / audio system

Always Sometimes Never

Describe:

Other:

Please describe in detail the techniques, equipment, adaptations or assistance you use in school, if any (for lectures, to participate in class, take notes, do assignments, etc.)

COMMUNITY AND SOCIAL ACTIVITIES

Activities: Please list your activities outside of school.

Tell us about who participates in these activities *check all that apply

Only deaf / hearing impaired participants _____

Only participants who have disabilities (hearing and other disabilities) _____

I am the only participant who has a disability _____

Participants with and without disabilities _____

Please describe in detail the techniques, equipment, adaptations or assistance you use, if any, to participate in activities outside of school.

How do you travel outside of home / school?

Travel alone _____
 Always Sometimes Never

Travel with someone else _____
 Always Sometimes Never

If yes, who? _____

Describe in detail how you travel from home to school, social activities, etc.**Describe in detail how you communicate in public situations, restaurants, businesses, etc:****NEW EXPERIENCES****Would you like to try the following?**

New technology for
 using the telephone _____
 Yes Maybe No

Describe (e.g. relay system, TTY, etc.):

New technology for
 the classroom if available _____
 Yes Maybe No

Describe (e.g. FM audio loop, captioning system, etc.):

New sport, recreation activity	_____	_____	_____
	Yes	Maybe	No

Describe:

Sign language	_____	_____	_____
	Yes	Maybe	No

Describe:

Other new activity or experience:

Please tell us anything else that we need to know about how you do things or your interests:

Program Coordinator Relevant Observation:

Student Name:

Program Coordinator:

1. Please describe and explain your observations about the student’s disability, interests, independent living skills, strengths, etc.
2. Based on your observations and conversations with the student and parents, what assistance, adaptations, equipment, orientation or training is the student likely to require to be independent and successful in the home, community and/ or school?
3. What questions, concerns, expectations or ideas do you have or have been raised by the participant and/or parents, for international travel and for the exchange year?

SAMPLE FORM

DISABILITY ACCESS INFORMATION FOR PEOPLE WHO ARE BLIND OR HAVE VISUAL DISABILITIES**Your Name** _____

Congratulations on being accepted to this international exchange program. Please answer the following questions in as much detail as possible, so that we can work together for a successful exchange experience.

SCHOOL AND LEARNING**Tell us about who attends your school:**

Only blind / visually disabled students _____

Only students who have disabilities (vision and other disabilities) _____

I am the only student who has a disability _____

Students with and without disabilities _____

How do you read, study and do assignments?

Read regular print (12 pt or less)	_____	_____	_____
	Always	Sometimes	Never

Write regular sized print or script	_____	_____	_____
	Always	Sometimes	Never

Read Large Print	_____	_____	_____
	Always	Sometimes	Never

What font? (e.g. Arial, Times Roman) _____

What size? (e.g. 18 pt. with 24 pt. headings) _____

Write Large Print/ Script	_____	_____	_____
	Always	Sometimes	Never

“Read” Audio-taped Materials	_____	_____	_____
	Always	Sometimes	Never

No Writing – Oral Assignments	_____	_____	_____
	Always	Sometimes	Never

Readers (people read aloud to you)	_____	_____	_____
	Always	Sometimes	Never

Who are your readers? _____

“Write” with a scribe (person that writes what you say aloud)	_____	_____	_____
	Always	Sometimes	Never

Who are your scribes? _____

Read Braille (in first language)	_____	_____	_____
	Always	Sometimes	Never

What grade of Braille?	_____	_____	_____
	Grade 1 (no contractions)	Grade 2 (contracted)	Don't know

Write Braille (in first language)	_____	_____	_____
	Always	Sometimes	Never

What grade of Braille?	_____	_____	_____
	Grade 1 (no contractions)	Grade 2 (contracted)	Don't know

Use Slate and Stylus	_____	_____	_____
	Always	Sometimes	Never

Use Braille typewriter	_____	_____	_____
	Always	Sometimes	Never

Read / Write Braille in English	_____	_____	_____
	Always	Sometimes	Never

What grade of Braille?	_____	_____	_____
	Grade 1 (no contractions)	Grade 2 (contracted)	Don't know

Typing in your first language (using a keyboard)	_____	_____	_____
	Fast	Slow	Not at all

Typing in English (using a keyboard)	_____	_____	_____
	Fast	Slow	Not at all

How do you participate in lectures, class?

Sit in a particular seat (in front, near teacher, etc)	_____	_____	_____
	Always	Sometimes	Never

Describe:

Notetakers (other people take notes for you)	_____	_____	_____
	Always	Sometimes	Never

Who?

Take notes using tape recorder	_____	_____	_____
	Always	Sometimes	Never

Other:

Please describe in detail the techniques, assistance or equipment you use to study (read textbooks, write papers, take notes, participate in class, do homework, etc.)

Do you use a computer?

For Reading _____
 Always Sometimes Never

What type of adaptive software do you use?

For Writing _____
 Always Sometimes Never

What type of adaptive software do you use?

Internet:
 (email, web) _____
 Always Sometimes Never

What type of adaptive software do you use?

Please describe in detail the techniques, assistance or equipment that you use to read, write and use the internet: (name of computer equipment, adaptive software programs, how it works, etc.)

What other equipment do you use in school or for studying/doing assignments?

Opticon _____ Braille & Speak (or similar) _____

Monocular _____ Magnifier _____ Typewriter _____

Scanner for computer _____ Large computer monitor/screen _____

Braille embosser connected to a computer _____

Other _____

How do you move around inside your school?

Mobility Cane	_____	_____	_____	
	Always	Sometimes	Never	
Sighted Guide	_____	_____	_____	Who? _____
	Always	Sometimes	Never	
Travel alone	_____	_____	_____	
	Always	Sometimes	Never	

Please describe in detail how you travel inside your school:

COMMUNITY

How do you travel outside of home / school?

Mobility Cane	_____	_____	_____	
	Always	Sometimes	Never	
Sighted Guide	_____	_____	_____	Who? _____
	Always	Sometimes	Never	
Travel alone	_____	_____	_____	
	Always	Sometimes	Never	

Describe in detail how you travel from home to school, social activities, etc.

MONEY

Do you handle your own money _____
when out in the community? Always Sometimes Never

Describe in detail the techniques, assistance or equipment you use to handle money in the community.

Activities: Please list your activities outside of school.

Tell us about who participates in these activities *check all that apply

Only blind / visually disabled participants _____

Only participants who have disabilities (visual and other disabilities) _____

I am the only participant who has a disability _____

Participants with and without disabilities _____

Home Describe how you:

Prepare meals _____
No assistance Some assistance Never/rarely do this

Describe in detail the techniques, assistance or equipment you use to do this at home:

Housework

_____ _____ _____
 No assistance Some assistance Never/rarely do this

Describe in detail the techniques, assistance or equipment you use to do this at home:

Dressing

_____ _____
 No assistance Some assistance

Describe in detail the techniques, assistance or equipment you use to do this at home:

Bathing and grooming

_____ _____
 No assistance Some assistance

Describe in detail the techniques, assistance or equipment you use to do this at home:

Other personal care

_____ _____
 No assistance Some assistance

Describe in detail the techniques, assistance or equipment you use to do this at home:

Who (if anyone) assists you with your personal care? Please list all:

NEW EXPERIENCES

What new experiences would you like to try during your exchange experience?

Using a mobility cane _____
Yes Maybe No

Adaptive computer software _____
Yes Maybe No

Adaptive technology,
 (technology to make
 an activity accessible to
 people with disabilities) _____
Yes Maybe No

New sport, recreation activity _____
Yes Maybe No

Other new activity or experience: _____

Please tell us more about the new experiences that you would like to try:

Tell us anything else that we need to know about how you do things or your interests:

Program Coordinator Relevant Observations:

Student Name:

Program Coordinator:

1. Please describe and explain your observations about the student’s disability, interests, independent living skills, strengths, etc.
2. Based on your observations and conversations with the student and parents, what assistance, adaptations, equipment, orientation or training is the student likely to require to be independent and successful in the home, community and/ or school?
3. What questions, concerns, expectations or ideas do you have or have been raised by the participant and/or parents, for international travel and for the exchange year?

Building Bridges: A Manual on Including People with Disabilities in International Exchange Programs (4th edition) is a unique, practical resource that guides international programs toward full inclusion of people with disabilities in all types of international exchange, as students, volunteers, host families, program leaders and staff members. Using the detailed information, strategies, experiences and cross-disability resource lists found in the *Manual*, exchange program practitioners will:

- Learn how to conduct successful outreach to recruit people with disabilities
- Identify no and low-cost adaptations, and how to budget for reasonable accommodations
- Explore cross cultural issues related to disability
- Reference practical information on an extensive list of disabilities and related adaptations
- Be updated on the impact of new travel security requirements on people with disabilities
- Understand alternative formats and technological aids for different disabilities
- Gain insights from personal stories, written by people with disabilities and international exchange program practitioners, highlighting creative strategies to facilitate successful international experiences
- Review materials, including a sample application and disability-related accommodation forms, that can be tailored for the needs of a wide range of international exchange programs.

The *Manual* offers a guidebook and training tool for international exchange program staff, to ensure that the life-changing benefits of international experiences are equally available to people with and without disabilities. This world needs the contributions of all of its citizens. *Challenge Yourself and Change the World!*®

About the Editors

Susan Sygall is an internationally recognized expert in the area of international educational exchange and leadership programs for persons with disabilities. She is the co-founder and CEO of Mobility International USA, which was established in 1981, and the Project Director of the National Clearinghouse on Disability and Exchange. Ms. Sygall, who uses a wheelchair, has had a personal and professional commitment to disability rights and has traveled extensively throughout the world.

Cindy Lewis has coordinated international exchange programs for Mobility International USA since 1986, focused on leadership development and disability rights. Ms. Lewis is the co-author and producer of numerous books and videos, and currently works as the Director of Programs for MIUSA.



The National Clearinghouse on Disability and Exchange is administered by Mobility International USA and sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs.