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Enhancing the Participation of Individuals with Disabilities on Public Boards

A Resource Manual

a project of

The Iowa Governor's Planning Council for Developmental Disabilities
Hoover State Office Building, First Floor
Des Moines, Iowa 50319

prepared by

Institute for Social and Economic Development
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January 1994

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Enhancing the Participation of Individuals with Disabilities on Public Boards

A Resource Manual

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This manual was prepared for the Iowa Governor's Planning Council for
Developmental Disabilities under contract #93-321-413-0500-2464-09.



ACKNOWLEDGMENTS

The Institute for Social and Economic Development (ISED) wishes to express its gratitude and thanks to the following individuals and agency staff members who participated on the project's advisory committee. They showed considerable interest and provided valuable guidance in the development of this project.

Bernard Bidne, Consumer Representative
Julie Dettmann, Governor's Planning Council for Developmental Disabilities
Susan Eberly, Iowa University Affiliated Program
Ray Gerke, Consumer Representative
Ron Hepperly, Consumer Representative
Denny Hoyt, Alliance for Parent Leadership
Jill Kochel, Governor's Office for Volunteers
Sylvia Piper, Iowa Protection and Advocacy Services, Inc.
Don Reineke, Alliance for Parent Leadership
Kathy Vick, Consumer Representative
Deb Westvold, Iowa State Association of Counties

ISED also wishes to acknowledge and thank our staff members and associates who were instrumental in the development of the project's products.

Terrance N. Vorbrich, Research and Planning Analyst
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USING THIS RESOURCE MANUAL

Purpose of the Guide

The purpose of this resource manual is to serve as a base of information for enhancing the participation of all individuals on public policy and advisory boards, including individuals with disabilities and members of their families.¹ The manual is useful for board members and administrative and support staff who are interested in providing enhanced opportunities for the inclusion and meaningful participation of individuals with disabilities as members of public decision-making structures. The manual provides information and references to additional materials that can assist in the achievement of these goals.

The information contained in this resource manual may be used:

- as a **learning tool** for those who wish to increase their own awareness of the types of barriers, issues, and accommodations that need to be addressed or provided by public boards to facilitate the increased participation of individuals with disabilities; or
- as a **reference guide** for those users who are interested in specific issues or types of supports and wish to locate other published materials addressing those issues or supports.

¹ The use of the term "boards" is meant to reflect the broad range of public policy and planning bodies including councils and commissions.

INTRODUCTION

Empowerment

Empowerment is a process by which interdependence among **all** board members is achieved. It links the strengths and skills of each board member to create strong and effective working relationships. The process of empowering board members with disabilities incorporates both action and language. Actions that are empowering take many forms, for example, including a person on a public board and then supporting that person's participation through activities such as the facilitation of transportation services, reimbursement of costs associated with participating, and alterations of material. Empowering language seeks to emphasize the strength and power that individuals have within themselves by placing the importance on the individuals and what they have to contribute, not on their disabilities.

Power is fundamental to decision making since the distribution of power among board members affects the decision-making structure. The power structures of boards vary concerning who possesses power, but often it is not the members with disabilities. The members who do possess power may fear the loss of power and can, intentionally or unintentionally, create barriers that deter effective participation by all board members. The empowerment process requires the cooperation of both members with and without power. All board members must be recognized and respected as valuable participants who can effectively contribute to the mission of the board.

Barriers to Participation

Chapter I

While researching material for this manual, the staff of several public boards at the state, regional, and county levels were interviewed to gather information on their general membership procedures, membership requirements, and the types of barriers to participation that exist for individuals with disabilities and members of their families who are interested in public boards. The information gathered from these interviews is presented in this chapter to gather their perspectives on the types of barriers experienced by their members and how public boards can best address these barriers.

Membership on Public Boards

Membership Procedures

A public board's membership procedures, which are published on its board, and board will vary significantly. The board may have the authority to appoint individuals with disabilities and their family members to its board. The process for joining a public board is a formal process and involves submitting an application to the state's governor's office. A sample application form is included in Chapter III, Appendix A. The process for joining a public board is usually accomplished through the county supervisor's office. The procedures vary among counties and may be as simple as sending a letter to the county supervisor or as complex as submitting an application to the county clerk.

The level of involvement of board members and board staff in the

For more information on membership procedures, contact the Governor's Office for Information, State Capitol Building, Sacramento, CA 95833. (916) 224-2000. For more information on public boards, contact the County Supervisor's Office.

While researching material for this manual, the staff of several public boards at the state, regional, and county levels were interviewed to gather information on their board's general policies and procedures, membership requirements, board composition, and recruitment practices. Individuals with disabilities and members of their families who currently serve on public boards, or who have participated in the past, were also interviewed to gather their perspectives on the types of barriers encountered in their involvement with public boards in Iowa.

Membership on Public Boards

Recruitment Procedures

A public board's recruitment procedures affects who participates on the board, and also reflects the commitment that the board has toward the participation of individuals with disabilities and their family members. In Iowa, the recruitment for state public boards is a formal process and involves submitting an application to the state's governor's office. A sample appointment resume is included in Chapter III: Resource Materials. Recruitment for regional and county public boards is not as formal and is usually accomplished through the county supervisor's office. The procedures vary among counties and may be as simple as notifying county staff of the interest to serve, or may require the submission of a formal application.¹

The level of involvement of board members and board staff in the recruitment process varies among state, regional and county bodies. In

¹For more information concerning membership recruitment for state policy boards, contact: Governor's Office for Volunteers, State Capitol Building, Des Moines, Iowa 50319, (515) 281-8304. For regional and county public boards, contact your county supervisor's office.

some cases the staff of public boards have no role in the recruitment process, relying instead on an administrative office such as the governor's office or county supervisor to appoint board members. However, on some boards, staff members do participate in a proactive manner by soliciting nominations among their members or by notifying organizations and individuals of an upcoming vacancy.

Of the surveyed public boards, those whose members and staff actively participate in recruitment activities mainly consist of state level boards which are primarily involved with disability issues and have membership mandates requiring the inclusion of individuals with disabilities and their family members. Few of the regional or county public boards contacted used any formal process to notify the general public of board vacancies, or to actively recruit individuals with disabilities and members of their families. Instead, boards at the regional and county levels tended to rely on their staff's knowledge and contacts within the community to solicit new members, thereby limiting the potential pool of members and the diversity of experiences.

The individuals with disabilities and members of their families who were contacted generally reported becoming aware of the opportunity to participate on a public board through advocacy programs, advertisements and articles in organizational and advocacy publications, the educational system, and personal contacts.

Mandated Membership

In Iowa, membership composition of most public boards at the state, regional and county levels must comply, to some degree, with formal and informal mandates. For example, formal mandates enacted by federal or state statutes may require a public board's membership to include a predetermined number of representatives from certain professions, industries, elected and appointed government positions, or members of the general public. Mandates may also require a board to balance its membership by gender or political affiliation. Informal mandates, set by

an administrative body rather than a federal or state statute, may require membership on public boards to be geographically dispersed.

While there is no consensus on how effective mandates have been in improving the decision-making process of public boards, mandates do have potential negative impacts on participation by individuals with disabilities and members of their families. Mandates limit opportunities for board members to be selected from the general public, which reduces the available pool of potential members. This can restrict opportunities for individuals with disabilities and members of their families to participate on these public boards.

If membership mandates require specific types of disabilities to be represented on a public board, it may become very difficult to recruit members and serve to deny membership to other qualified individuals with disabilities. In complying with these types of membership mandates concerning individuals with disabilities, it is important to insure that the needs of the board are being appropriately matched to an individual's interests and skills. If an appropriate match is not made, the individual's participation can become regarded as token by other board members and perpetuate the misconception that individuals with disabilities are incapable of meaningful participation. It is also necessary for boards to actively expand their base of applicants and thus avoid the tendency to continually rely on a limited number of individuals with disabilities and members of their families who have served on public boards in the past.

Encountered Barriers to Participation

Individuals with disabilities and members of their families who are currently, or have been, involved with public boards, identified the following common barriers as inhibiting their participation on public boards:

- Accessibility and Participation Supports
- Attitudes & Tokenism
- Time Constraints
- Conflicts with Employment

Accessibility and Participation Supports

Barriers encountered by individuals with disabilities which fall within this category are related to transportation, meeting site arrangements, and materials. Areas of concern for the family members of individuals with disabilities generally involve financial participation supports such as day care and respite care.

Individuals with disabilities often encounter transportation as a barrier to their participation on a state, regional or county public board. Individuals unable to provide their own transportation (e.g., who can not drive themselves, do not have a car, or can not drive long distances) find their involvement on public boards dependent on the availability of public transportation or their ability to make alternative arrangements.

State public boards provide reimbursements for transportation expenses incurred to participate, but most regional and county boards do not. While mileage reimbursements are a worthwhile support, few public boards assist individuals in making the transportation arrangements necessary for them to participate. Individuals participating on public boards at the state level may have difficulty in arranging out of town transportation to attend meetings, even though they are provided cost reimbursements. Individuals residing in areas where specialized transit services are available are restricted in their participation by local policies governing the usage and funding of the service (e.g., hours of operation, geographical areas served, or number of allowable rides).

The financial capability of public boards vary between state, regional and county boards. Public boards at the state level are mandated by state statutes to provide various levels of compensation to their board

members. Compensation levels vary between fixed annual amounts, per diem amounts plus expenses, or expenses only.

Most regional and county boards are not required to make funds available to reimburse participating members for such expenses as forfeited wages, day care and respite care, personal attendants, and specialized transportation. The lack of funding for these types of supports creates barriers for many potential members, and can particularly restrict individuals with disabilities and their family members from participating on a board.

Attitudes & Tokenism

Individuals with disabilities and their family members reported encountering attitudinal barriers that limited their ability to participate effectively on public boards. For example, board members would often display attitudes suggesting that individuals with disabilities are incapable of meaningful participation. Board members unfamiliar with disability issues, as well as members working in disability fields, may tend to discount the input and decisions of individuals with disabilities and members of their families during board discussions. Individuals with disabilities sometimes feel patronized and not respected as individuals. Occurrences that foster this perception include:

- individual input not being solicited during board discussions;
- input to board discussions not acknowledged by other members;
- addressing the individual's personal attendant or facilitator rather than the individual directly; and
- the use of unfamiliar technical terminology without explanation.

Family members often feel they are regarded as "just parents", or as being too emotionally involved with an issue to provide objective comments or decisions. These types of attitudes are frequently encountered when family members speak out on public policy issues that impact on the day to day lives of individuals with disabilities.

Many of the above identified attitudinal barriers are attributed to commonly held misconceptions about people with disabilities that are brought about by: (a) a general lack of knowledge on the different types of disabilities and how they affect an individual's ability to function, (b) limited interactions and experiences with people with disabilities, and (c) a lack of appropriate training among board members in what to expect and how to interact with people with a specific disability.

Time Constraints

As with most individuals, personal time constraints limit participation for individuals with disabilities and members of their families. There also appears to be a tendency for public boards to rely on a limited number of individuals with disabilities and members of their families to participate on boards. Once individuals "prove themselves" to be capable board members, they are repeatedly recruited to participate on other public boards. Individuals with disabilities place pressure upon themselves to succeed and "to do it all", but they also need time to spend with their families as well as private time for themselves.

Conflicts with Employment

Individuals with disabilities and members of their families often experience conflicts between participating on a public board and their employment schedules. Many public board meetings occur during the weekday and thus require making arrangements in advance with employers. Professionals, industry representatives and government officials who are members of various boards are often there as extensions of their primary employment and are therefore supported by their employers to attend the meetings. However, individuals with disabilities frequently work on an hourly basis and must take an unpaid leave of absence or a day of vacation in order to participate on public boards.

Accommodations to Enhance Participation

Chapter II

Individuals with disabilities, women, minorities and people living in poverty all struggle with issues that are similar to one another. These groups have faced situations resulting from discrimination, oppression, and powerlessness within our society. Participation by individuals with disabilities and their family members on public bodies can provide society's decision-making structures valuable perspectives from unique life experiences.

Such diversity is essential for the creation of efficient and insightful policies and programs designed to meet the needs of individuals with disabilities. It provides all board members and staff with a greater understanding and sensitivity toward the day-to-day living issues of individuals with disabilities. This can result in the development and implementation of board policies and programs that are more effective and acceptable to the constituency being served.

In general, the types of considerations and accommodations a public body must be prepared to provide are categorized within the following areas: (1) recruitment practices, (2) methods for enhanced participation, and (3) performance evaluation. This chapter contains a general discussion of these three areas. For a listing of recommended manuals and publications providing more specific information on these topics, see Chapter III: Resource Materials.

Recruitment

A public board's recruitment procedures influence who participates on the board, and also reflect the commitment that the board has toward the participation by individuals with disabilities and their family members. Recruitment for state public boards in Iowa is a formal process which involves submitting an application to the governor's office. A sample

appointment resume is included in Chapter III: Resource Materials. Recruitment for regional and county boards is generally not as formal, and the procedures vary widely throughout the state.¹

Creating easily accessible opportunities for participation on public boards by individuals with disabilities and their family members begins with the recognition of the importance of their participation. Other important factors include the level of active involvement of board members and staff in the recruitment process, and the creation of a formal process to notify the general public of upcoming vacancies and opportunities for nomination.

If a board is required to comply with membership mandates regarding the inclusion of individuals with disabilities, it is important that recruitment activities insure that the needs of the board are being appropriately matched to an individual's skills and interests. If an appropriate match is not made, an individual's participation can become regarded as token by other board members and perpetuate the misconception that individuals with disabilities are incapable of meaningful participation.

It is also necessary for boards to actively expand their base of applicants and thus avoid the tendency to continually rely on a limited number of individuals with disabilities and members of their families who have served on public boards in the past. Suggested methods of recruitment include directly contacting local disability and advocacy groups, and placing notification of board openings in the newsletters of state and local disability organizations. A list of such organizational newsletters is included in Chapter 3: Resource Materials.

¹ For more information concerning membership recruitment for state policy boards, contact: Governor's Office for Volunteers, State Capitol Building, Des Moines, Iowa 50319, (515) 281-8304. For regional and county public boards, contact your county supervisor's office.

Methods for Enhanced Participation

In order for a public board to insure effective interaction among all board members and the meaningful participation of members with disabilities, a board must consider its conduct within the three basic categories of orientation activities, communication structures, and personal supports.

Orientation

Boards must orient and train their members to maximize each member's effectiveness. Orientation and training programs are important tools in empowering board members, and creating strong and effective working relationships within the board. Each board member has a role to play in the empowerment of board members with disabilities. Orientation activities which enable this empowerment involve several components.

First, all board members must recognize and accept the humanness of board members with disabilities. Persons with disabilities are individuals who have the capability to think, reciprocate, and relate to other board members (Bogdan & Taylor, 1989). **Board members must recognize that individuals with disabilities on their board are members of the community of persons with disabilities, but they do not represent the ideas of all individuals with disabilities.** Rather, they are individuals who have unique life experiences that may or may not be similar to those of other individuals with disabilities. They must also recognize that the individuals are not just members of the community of persons with disabilities, but of the general community as well (Fawcett et al., 1982).

It is also important for all board members to understand basic issues surrounding disabilities. These issues include descriptions of various types of disabilities, what to expect when interacting with a person with a particular disability, and the ways in which they can interact more effectively with an individual with a disability. It needs to be stressed that it is acceptable to ask sensitive questions of people regarding their disabilities and how they wish to be treated. For example, individuals with speech impediments realize that they have an impediment and that

people may not understand their speech. It is important to know that such individuals may be willing to repeat themselves, as needed, so they may communicate their thoughts (Lutfiyya, 1988).

Finally, orientation and training for board members with disabilities can facilitate effective and meaningful participation, enabling informed decision-making. Knowledge of meeting procedures allows individuals with disabilities to maintain realistic expectations for meetings and gain confidence in their abilities as board members. Training may take many different forms, including manuals, videos, workshops, support groups, and partnering. Orientation and training sessions may include information concerning:

- the board's mission, goals and purpose;
- expectations, rights, and responsibilities of board members;
- how meetings are to be conducted (e.g., Robert's Rules of Order);
- what processes the board will use in making decisions;
- resources for assistance in understanding board issues;
- appropriate behavior during the meeting; and
- assertiveness training (Hoffman, 1992).

During the many interviews conducted in conjunction with the development of this manual, it was determined that public policy and advisory boards in general need a tool for identifying member and staff perceptions on issues relating to the inclusion of diverse groups on public boards. A questionnaire was developed to stimulate internal board discussion on issues relating to the representation and meaningful participation of individuals with disabilities and their family members.

A copy of this questionnaire is included in Chapter III: Resource Materials. It is to be used by a board's members and staff as a tool to assist in the identification of (a) prevailing perceptions and attitudes of board members and staff, and (b) board behaviors that can be addressed through orientation and training activities to enhance participation.

Communication

Communication is necessary to attain and maintain healthy working relationships among board members. Several different levels of communication need to be addressed when seeking to improve communication structures. Communication among board members and staff should be maintained between meetings. Agendas and materials for meetings must be received well in advance so that board members can review the material and seek assistance in understanding the issues if necessary. All material must also be accessible by all board members. This may entail recording the information on audio cassettes, enlarging the type, or utilizing other appropriate adaptations (Eddy & Cohen, 1989).

Communication during meetings can be optimized in several ways:

- Meeting rooms should be free from outside noise and distractions.
- Members need to be seated so that eye contact can easily be made among all those present.
- Individuals with disabilities must be seated next to other board members, not board staff, so as to reinforce the idea that board members are responsible for facilitating each other's participation. Seating individuals with disabilities next to staff can create the perception that it is the staff's responsibility to facilitate their participation.
- Easily understood terminology must be used during the meeting; however, if complex terminology is unavoidable, easily understood explanations need to be provided.
- Important information and a summary of the meetings discussion must be read aloud, before a vote is taken (Eddy & Cohen, 1989).

Interpersonal exchanges need to be encouraged among board members. Beginning meetings with introductions can make members more comfortable during the meeting and create a base from which to engage in a later exchange. Informal gatherings before and after the meetings, as

well as formal social gatherings, can be useful tools for establishing personal bonds between board members that can lead to more effective working relationships (Eddy & Cohen, 1989).

Supports

A board must consider what types of supports are necessary to facilitate the effective participation of its board members. Meeting with board members on an individual basis to insure that the appropriate information and supports are made available is the most efficient and effective method. Supports may include such items as:

- provision of financial supports
- facilitation of transportation
- recognition of employment situations
- provision of facilitators or personal assistance services
- provision of accessible meeting sites
- creation of internal support systems

Financial Supports: All members may need some type of financial support to facilitate their participation. Public boards at the state level are mandated by state statutes to provide various levels of compensation to their board members. Compensation levels vary between fixed annual amounts, per diem amounts plus expenses, or expenses only. However, most regional and county boards are not required to make funds available for the reimbursement of participating members for such expenses as forfeited wages, child care and respite care, personal attendants, and specialized transportation. The lack of funding for these types of supports create barriers for many potential members, and particularly restrict individuals with disabilities and their family members from participating on a board.

Facilitation of Transportation: Individuals with disabilities often encounter transportation as a barrier to their participation on a state, regional or county public board. State level public boards provide

reimbursements for transportation expenses incurred to participate, but most regional and county boards do not.

While mileage reimbursements are a worthwhile support, another crucial aspect of transportation support which needs to be considered is assisting individuals in making the transportation arrangements necessary for them to participate. Individuals participating on public boards at the state level may have difficulty in arranging out of town transportation to attend meetings, even though they are provided cost reimbursements. On the local level, public transportation services may or may not be available. Individuals residing in areas where specialized transit services are available are restricted in their participation by local policies governing the usage and funding of the service (e.g., hours of operation, geographical areas served, or number of allowable rides).

Employment: Recognizing a board member's employment situation is important. Many individuals with disabilities are employed in hourly wage jobs, so when they are not present for work they must use vacation time or forfeit their wages. Scheduling meetings at times when the individuals are not working, or the payment of honorarium as reimbursement of forfeited wages are two effective means of supporting participation on boards.

Facilitators and Personal Assistance Services: The provision of a facilitator may also be an important support, particularly to board members who are mentally retarded. A facilitator may be another board member, a staff person, or another concerned individual who works one-on-one with a board member. A facilitator may train individuals for board membership and assist individuals in understanding board issues.

Personal assistance services are designed to help with tasks an individual would do for themselves if they did not have a disability. Such services can include assistance with mobility tasks, or communication assistance such as interpretation for people with hearing or speech disabilities and reading for people with visual impairments.

Internal Support Systems: The establishment of a support system within the structure of the board will facilitate the participation of members as well as the development of stronger relationships among members. For example, a partnering system linking two or more board members is often used to create opportunities for members to learn more about one another (Eddy et al., 1989). However, it is important that these do not become "paternalistic/materialistic" relationships. The goal must be the empowerment of the new board members, and success needs to be measured by how much the new board member participates substantively in the board's deliberations. Arranging "pre-meeting" sessions to review the agenda, discuss issues in more detail, and provide more detailed background information can also aid in enhancing the effective participation of board members.

Evaluation

Periodic evaluation of the board and its members is essential for continual improvement in board functioning. A proper evaluation requires time, honesty, and a commitment to improvement. Such an evaluation will aid in producing good working relationships among board members, efficient meetings, and effective policies and programs (Scribner, 1991).

Evaluation of the board as a whole is imperative to its continual growth and effectiveness. The board must explore its own strengths and weaknesses, and then develop plans to address its weaknesses and build upon its strengths. Current literature suggests several methods to maintain or create functional boards. The board must review its mission statement and the resulting goals and objectives. These should be up-to-date, realistic, and designed to meet the needs of the constituency served by the board. The efficiency and effectiveness of policies and programs that implement the board's mission must also be examined. Appropriate alterations or developments can then be formulated. The evaluation must consider the board's formal and informal power structures and the affects of these structures on member's participation. The following is a list of

factors which need to be considered in preparing an evaluation of a public board's activities and the level of involvement of its members (Scribner, 1991; and Smith, 1992).

Board members need to individually evaluate their participation on the board. Aspects for all members to consider include:

- their own roles within the structure of the board,
- their working relationships with other board members,
- their satisfaction with the opportunities provided through the board, and
- their personal strengths and weaknesses as a board member.

Members with disabilities must examine:

- their level of participation and its effectiveness,
- the appropriateness of provided supports,
- the way in which they are treated/regarded by other board members and staff, and
- feasible options for changing their experiences if it is not satisfactory.

Other staff and board members must examine:

- their interactions with members with disabilities,
- the consideration that they give to other members' ideas, and
- their underlying attitude towards disabilities.

RECOMMENDED RESOURCES

Training Materials

Book Project, Robert A. Schuler & Associates (1991)

This project was designed to help you develop a strong understanding of the various components of a business plan and to help you understand the process of writing a business plan.

Resource Materials

Chapter III

Company Model, Robert A. Schuler & Associates, Institute for Human Development, University of Maryland-Kenneth City (1991)

The purpose of this model is to provide an overview of the primary elements of a business plan. The model is designed to help you understand the various components of a business plan and to help you understand the process of writing a business plan. The model is designed to help you understand the various components of a business plan and to help you understand the process of writing a business plan.

Availability: Robert A. Schuler & Associates, Institute for Human Development, University of Maryland-Kenneth City, P.O. Box 387, College Park, MD 20742.

Getting Started, Robert A. Schuler & Associates, Institute for Human Development, University of Maryland-Kenneth City (1991)

This model provides an overview of the primary elements of a business plan. The model is designed to help you understand the various components of a business plan and to help you understand the process of writing a business plan.

Availability: Robert A. Schuler & Associates, Institute for Human Development, University of Maryland-Kenneth City, P.O. Box 387, College Park, MD 20742.

A Guide to Writing a Business Plan, Robert A. Schuler & Associates, Institute for Human Development, University of Maryland-Kenneth City (1991)

This guide is designed to help you understand the various components of a business plan and to help you understand the process of writing a business plan. The guide is designed to help you understand the various components of a business plan and to help you understand the process of writing a business plan.

Availability: Robert A. Schuler & Associates, Institute for Human Development, University of Maryland-Kenneth City, P.O. Box 387, College Park, MD 20742.

RECOMMENDED RESOURCES

Training Manuals

Boards From Hell. Scribner, S. Scribner & Associates (1991).

This 60 page manual is designed to aid in developing a strong board. It identifies a variety of problems which exist in boards, and suggests specific activities and solutions for overcoming them.

Availability: Scribner & Associates, 49 Coronado Avenue, Long Beach, California 90803.

Consumer Roles in Society. Eddy, B.A. & Cohen, G. Institute for Human Development, University of Missouri-Kansas City (1989).

The 38 page manual was written for persons interested in assisting a primary consumer in becoming an active board member. The purpose of the manual is to provide board members, staff, and professionals with information about self-advocacy and primary consumer involvement on boards. It also includes a section outlining methods to actively involve consumers in the decision making process which provides information on communication, orientation, and participation supports.

Availability: Missouri Planning Council for Developmental Disabilities, P.O. Box 687, 1915 Southridge Street, Jefferson City, MO 65102.

Getting Involved. Kailes, J.I. Eastern Iowa Community College District & Illinois Iowa Independent Living Center (1994).

This manual provides information on self-advocacy training for individuals with disabilities and their family members.

Availability: Eastern Iowa Community College District, 306 W. 2nd Street, Davenport, Iowa 52801-1212

A Guide to Planning Accessible Meetings. Kailes, J.I. & Jones, D. Independent Living Research Utilization (1993).

This 167 page manual is designed to assist people responsible for planning meetings to create a meeting environment that is friendly and accessible to all users, including people with disabilities. It includes a discussion of the Americans with Disabilities Act, and a complete examination of the various issues which should be considered in planning accessible meetings.

Availability: Independent Living Research Utilization, 2323 S. Shephard, Suite 1000, Houston, Texas 77019.

How to be an Effective Board Member. Eddy, B.A., Cohen, G. & Rinck, C. Institute for Human Development, University of Missouri-Kansas City (1989).

The 113 page manual was written for consumers who are interested in becoming active and effective boards members. The purpose of the manual is to assist consumers in understanding the operations and basic structure of board meetings using simple vocabulary and supplemented with pictures.

Availability: Missouri Planning Council for Developmental Disabilities, P.O. Box 687, 1915 Southridge Street, Jefferson City, MO 65102.

How to be an Effective Board Member: A Manual for Facilitators. Eddy, B.A., Cohen, G., Rinck, C. & Griggs, P. Institute for Human Development, University of Missouri-Kansas City (1989).

The 42 page manual was written for persons interested in assisting an individual with a disability in becoming an active board member. It provides: (a) a framework for individuals to consider the logistics of participation on public boards and a conceptual structure for dealing with logistical problems; (b) specific strategies for the facilitation of persons with disabilities involvement on public boards; and (c) supplemental training and evaluation materials with application in board membership and self advocacy.

Availability: Missouri Planning Council for Developmental Disabilities, P.O. Box 687, 1915 Southridge Street, Jefferson City, MO 65102.

Leadership Plus. Hoffman, M. Tulsa Association for Retarded Citizens: Tulsa, Oklahoma (1992).

This training program consists of three informational manuals: (1) Participant's Manual, (2) Facilitator's Manual, and (3) "I Make a Motion to ..."

The Participant Manual is a workbook for people with disabilities intended to aid in developing their leadership, self-advocacy and self-determination skills and covers areas such as: self-evaluation, teamwork, respect for others and their ideas, what boards are, how to get on a board, how a meeting runs, appropriate board member behavior, what a consumer representative is, decision making, confidentiality, and the differences in aggressive, non-assertive, and assertive behavior.

The facilitator's manual is to aid a person in conducting the training session and follows the participant manual.

The "I Make a Motion To..." manual is designed to be used by public boards. It addresses issues concerning the inclusion of persons with disabilities on public boards.

Availability: Oklahoma Planning Council For Developmental Disabilities, DHS Sequoya Building, Room 500, Box 25352, Oklahoma City, OK 25352.

Team Building: A Training Unit in Support of the Iowa Transition Initiative Transition Process Model. Carl, J. Iowa Department of Education and Iowa Transition Initiative (1992).

The training manual focuses on ways to increase the ability of teams to accomplish their missions. This includes understanding the benefits of teamwork, clarifying a mission, understanding elements of group processes, establishing ground rules, understanding resources available to the team and barriers to those resources, and improving decision-making. The training session is designed for one full day.

Availability: Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146.

Voices That Count. Consortium on Aging and Developmental Disabilities: Cincinnati, Ohio (1992).

This fifteen minute video is aimed at board members without disabilities. It explores the importance of including individuals with disabilities, as well as the principles and strategies which make such inclusion possible. The video shows examples of integrated boards and individuals with disabilities succeeding in leadership roles.

Availability: Rehabilitation Research and Training Center, Consortium on Aging and Developmental Disabilities, The University of Akron, 159 Carroll Hall, Akron, Ohio 44325-5007.

Articles and Reports

Consumer Participation on Advisory Groups: Is It Really Tried? Pederson, E.L. & Kuehn, M. Presented at: 1991 AAMR 115th Annual Meeting, Washington, DC (1991).

This 2 page report outlines several methods to facilitate consumer participation, including: 1) making meetings accessible and meaningful to everyone (both physical and print accessibility), 2) using terminology that is easily understood, and 3) implementing pre-meeting training sessions.

Availability: AAMR, 1719 Kalorama Road, Washington, DC 20009-2683.

County social services directors' perceptions of their policy boards. Carlton-Laney, I. Administration in Social Work (1987).

This 11 page report explores North Carolina's social services directors' perceptions of their county policy boards. It identifies and examines several reasons for the fact that these policy boards often provide few opportunities for policy input from those affected by the policies.

Availability: Administration in Social Work. Vol. 11 (1), Spring 1987, pp. 25-36.

Current Practices on Consumer Inclusion on Policy-Making Bodies. [draft]
Eberly, S.S. Iowa Governor's Planning Council for Developmental Disabilities (1992).

This 15 page report summarizes ways in which organizations across the United States have addressed the issue of consumer inclusion. Examples of federal law mandating consumer/family member inclusion are summarized in the report. Other topics covered include conflict of interest, length of term, and other criteria for selection of members.

Availability: Iowa Governor's Planning Council for Developmental Disabilities,
Hoover State Office Building, Des Moines, Iowa 50319

Empowering people with physical disabilities through advocacy skills training.
Balcazar, F., Seekins, T., Fawcett, S. & Hopkins, B. American Journal Of Community Psychology (1990).

This 15 page article provides an evaluation of a consumer training program provided for members of an advocacy organization for people with physical disabilities. It includes a description of the training program, the results of the program, and a discussion of the implications of this study for the empowerment of people with disabilities.

Availability: American Journal of Community Psychology. Vol. 18 (2), 1990,
pp. 281-296.

Final Report to Oklahoma Planning Council for Developmental Disabilities on the Consumer Leadership Project. Hoffman, M. Tulsa Association for Retarded Citizens, Tulsa Oklahoma (1992).

This six page report (plus attachments) summarizes the goals, development, implementation, and evaluation of the Leadership Plus training manuals and sessions. The overall mission of the Consumer Leadership Project was to: (1) increase the leadership skills and knowledge base of people with developmental disabilities who currently serve, or who will serve, on voluntary public boards or committees, and (2) to assist boards and committees in facilitating the participation of persons with developmental disabilities.

Availability: Oklahoma Planning Council For Developmental Disabilities,
DHS Sequoya Building, Room 500, Box 25352, Oklahoma City,
OK 25352.

Involving consumers in decision-making. Fawcett, S.B., Seekins, T., Whang, P.L., Muiu, C. & de Balcazar, Y.S. Social Policy (1982).

This 6 page article addresses the need to make human-service institutions accountable to those they serve, and the possible means of achieving this goal. It specifically examines the Concern Report Method of consumer involvement. The authors conclude that this method has worked well in improving the types of services and the way they are provided.

Availability: Social Policy. Vol. 13 (2), 1982, pp. 36-41.

A ladder of citizen participation. Arnstein, S. American Institute of Planners Journal (1969).

This 8 page article discusses the fact that while citizen participation is generally recognized as a good principle, the implementation of beneficial citizen participation through redistribution of power does not often occur. Arnstein explores eight rungs on the ladder of citizen participation ranging from symbolic non-participation to beneficial citizen power.

Availability: American Institute of Planners Journal. July, 1969, pp. 216-224.

Legislation, Rules, and Regulations Requiring Consumer Inclusion. Eberly, S.S. Iowa Governor's Planning Council for Developmental Disabilities (1992).

This 30 page document is a collection of verbatim texts from legislation, policies, and rules used as a resource for Current Practices in Consumer Inclusion on Policy-Making Bodies. Texts included are from the following states: West Virginia, Nebraska, Indiana, Colorado, South Carolina, Maryland, Virginia, Oregon, Florida, Arizona, and Illinois.

Availability: Iowa Governor's Planning Council for Developmental Disabilities, Hoover State Office Building, Des Moines, Iowa 50319

No tokens, please! People First of Illinois. Directions: Newsletter of the Illinois Developmentally Disabled Council (1992).

The one page article addresses ways in which consumers involved in People First of Illinois would like to be supported in board participation. Suggestions include: 1) respect for consumer's thoughts, feelings, and ideas; 2) accessible information; 3) understandable vocabulary; 4) reimbursements for travel, lodging and forfeited wages; and 5) support of a "buddy" or facilitator.

Availability: Directions: Newsletter of the Illinois DD Council. Fall 1992.

Participation in Decisions That Affect Their Lives... Smith, B. Iowa Governor's Planning Council for Developmental Disabilities & Iowa University Affiliated Program.

The 11 page paper reviews a model of citizen participation and provides examples of citizen participation that work. It discusses preparations necessary for people with disabilities and policy making bodies to make citizen participation work, and suggests ideas for promoting consumer and family member's participation in policy information.

Availability: Iowa Governor's Planning Council for Developmental Disabilities, Hoover State Office Building, Des Moines, Iowa 50319

Personal Assistance Services in Iowa: Unmet Needs. Independent Living, Inc. & Iowa University Affiliated Program (1992).

This 9 page report provides a definition of personal assistance services and discusses the need for such services in Iowa.

Availability: Iowa Governor's Planning Council for Developmental Disabilities, Hoover State Office Building, Des Moines, Iowa 50319

The power of empowerment language. Rappaport, J. Social Policy (1985).

This 6 page article discusses the power of language, and specifically addresses the need to replace traditional terminology with more empowering forms of thought and language.

Availability: Social Policy. Vol. 16 (2), Fall 1985, pp. 15-21.

Reflections on Relationships Between People with Disabilities and Typical People. Lutfiyya, Z.M. Center on Human Policy, Syracuse University (1988).

The 16 page report explores the lack of relationships that many consumers experience, some of the barriers that contribute to this lack, and possible ways the number and intimacy of consumer relationships can be enhanced.

Availability: The Center on Human Policy, Division of Special Education and Rehabilitation, School of Education, Syracuse University.

Relationships with severely disabled people: The social construction of humanness. Bogdan, R. & Taylor, S. J. Social Problems (1989).

This 11 page article examines the perspective of non-consumers engaged in relationships with consumers. The authors identify and examine four major dimensions of this perspective which act to maintain the humanness of the other in the non-consumers' minds: 1) attributing thinking to the other, 2) seeing individuality in the other, 3) viewing the other as reciprocating, and 4) defining social place for the other.

Availability: Social Problems. Vol. 36 (2), 1989, pp. 135-146.

Special Audiences--Big Pay Offs. Nestor, L.G. & Fillichio, C. Voluntary Action Leadership (1992).

This two page article encourages organizations to recruit persons who are disabled as volunteers, and offers special tips to keep in mind when recruiting. It also suggests methods for breaking down barriers between persons who are not disabled and persons who are disabled, and provides a list of appropriate terminology.

Availability: Voluntary Action Leadership. Winter 1992, pp. 17-18.

What Legislators Need to Know About Mental Retardation and Developmental Disabilities. Wright, B. National Conference of State Legislatures (1990).

This 32 page publication provides state legislators with information to help them make informed decisions about systems for the care of consumers in their states. It explains what developmental disabilities are and why legislators should be concerned with this issue. It continues by describing funds that are available on the federal, state, and local level for service provisions. Program designs implemented by several states on issues such as housing, health care, education, and employment are summarized.

Availability: National Conference of State Legislators, 1050 17th Street, Suite 2100, Denver, Colorado 20001.

Working with women of color: An empowerment perspective. Gutierrez, L.M. Social Work (1990).

This 5 page article discusses the psychological effects of powerlessness and the meaning of empowerment. It identifies specific principles and techniques of empowerment that social workers can use in working with women of color. While the article does not specifically address individuals with disabilities, the underlying concepts discussed relate to all disenfranchised groups.

Availability: Social Work. Vol. 35 (2), March 1990, pp. 149-153.

Other Publications

A Call to Action: The Roles of People with Mental Retardation in Leadership. Association for Retarded Citizens. Arlington, Texas (1992).

The 11 page booklet advocates for individuals with disabilities becoming involved in leadership. It outlines discussion on key issues, including (1) why an individual with a disability should be in a leadership position, (2) what barriers exist to leadership for individuals with disabilities, and (3) how individuals can be assisted in overcoming barriers.

Availability: The ARC, National Headquarters, Department of Research and Program Services, 500 E. Border St., Suite 300, Arlington Texas 76010.

Facilitation and Attendant Services Guidelines. California State Council on Developmental Disabilities: Sacramento, California (1990).

An 8 page pamphlet, it contains the recommended guidelines for the provision of facilitation and attendant support services to people with disabilities who serve on the California State Council on Developmental Disabilities. Developed for the Council, the guidelines may be used as a reference for the provision of these services across public boards. The guidelines details: (1) definitions of services, (2) responsibilities of facilitators and attendants, (3) standards of performance and methods for evaluations, (4) qualifications, and (5) miscellaneous contractual obligations.

Availability: California State Council on Developmental Disabilities, 2000 "O" Street, Suite 100, Sacramento, California 95814.

Guidelines to Writing Policy. Eberly, S. Iowa Governor's Planning Council for Developmental Disabilities.

This 8 page pamphlet provides guidelines for writing public policy using language which promotes consumer independence, productivity and integration into the community.

Availability: Iowa Governor's Planning Council for Developmental Disabilities, Hoover State Office Building, Des Moines, Iowa 50319

Publications List. The Association for Retarded Citizens. Arlington, Texas.

This seven page pamphlet provides a list of resources, manuals and publications dealing with the subject of mental retardation, along with a publication order form.

Availability: The Arc, National Headquarters, 500 E. Border St., S-300, P.O. Box 300649, Arlington, Texas, 76010.

Direct Service Agencies

Iowa Department for the Blind

The Iowa Department for the Blind is the state agency responsible for providing most services to Iowans who are blind. The Department offers a variety of services to Iowans who are blind through the following programs and functions:

- Orientation and Adjustment Center
- Vocational and Independent Living Rehabilitation
- Library
- Business Enterprises
- Provision of special tools, devices and aids
- Maintenance of a registry of Iowans who are blind
- Dissemination of information about blindness to the general public

For more information contact: Iowa Department for the Blind
524 4th Street
Des Moines, IA 50309
Telephone: 515-281-1333 or 1-800-362-2587;
TTY: 515-281-1355

Iowa Program for Assistive Technology (IPAT)

The purpose of IPAT is to work with Iowans with disabilities to make assistive technology, devices, and services more accessible, affordable, and effective. IPAT services provide free, up-to-date product information on adaptive equipment and a used equipment referral service for people with disabilities and members of their families.

For more information contact: Iowa Program for Assistive Technology
Iowa University Affiliated Program
University Hospital School
Iowa City, Iowa 52242
Telephone (voice/TTY): 1-800-331-3027

Deaf Services Commission of Iowa

The duties of the Deaf Services Commission of Iowa include cooperating with public and private agencies to assist them in identifying the needs of the deaf community and providing and/or coordinating services to meet those needs. Some of those services include sign language interpreting services, advocacy and consultation services, referral to community resources, legislation development, and collecting and disseminating information regarding deafness through comprehensive library services, texts news broadcasts, and other forms of public contact.

For more information contact: Deaf Services Commission of Iowa
Iowa Department of Human Rights, First Floor
Lucas State Office Building
Des Moines, IA 50319
Telephone (voice/TDD): 515-281-3164

Additional deafness related contacts:

Iowa Association of the Deaf
1600 South Highway 275, Box #1
Council Bluffs, Iowa 51503
712-366-6006 (TTY Only)

Relay Iowa
400 Locust, 170 Capitol Square
Des Moines, Iowa 50309-2331
TTY: 515-283-1765 or 1-800-735-2942
Voice: 1-800-735-2943

Iowa State Registry of Interpreters for the Deaf
528 Damon Street
Council Bluffs, Iowa 51503
712-281-3164 (Voice/TTY)

Iowa Newsletters

The following is a current listing of Iowa disability and advocacy newsletters (as of January 1994). The newsletters can provide an excellent resource for placing notification of upcoming board openings and opportunities for nomination.

Arthritis Reporter

2600 72nd, Suite D
Des Moines, IA 50322

Black Hawk-Buchanan Child Development Council Newsletter

Box 3338
Evansdale, IA 50703

Citizens Disability Council Newsletter

6400 Hickman, Lot 3
Des Moines, IA 50322

Connection Update

Iowa Parent Educator Connection
Drake Univ. - MPRRC
2507 University Ave.
Des Moines, IA 50311

Council for Exceptional Children Newsletter

240 Pickardy Lane
Council Bluffs, IA 51501

Creative Community Options

United Way
706 S.W. Third
Ankeny, IA 50021

Cystic Fibrosis Fdn Newsletter

8345 University Blvd, G1
Des Moines, IA 50311

Epilepsy Association Newsletter

426 Sherry Linn Blvd.
Pleasant Hill, IA 50317-2128

Front and Center

Iowa State Center
Ames, IA 50011

Hawkeye Chapter Newsletter

March of Dimes
1221 1st Avenue SE
Cedar Rapids, IA 52401

Headway On-With-Life Newsletter

715 S.W. Ankeny Road
Ankeny, IA 50021

Healthy Times

505 Fifth Street, #508
Sioux City, IA 51101

Heart to Heart Newsletter

Editor: Mike Hansen
Route 1
Spragueville, IA 52074

IARRF Update

Iowa Assn of Rehab and
Residential Facilities
3408 Woodland Ave., Suite 201
West Des Moines, IA 50266-6006

IDD News

Governor's Planning Council for
Developmental Disabilities
Hoover Building - 1st Floor
Des Moines IA 50319

INFOTECH Newsletter

(assistive technology)
S381 UHS
University of Iowa
Iowa City, IA 52242-1011

AMI of Iowa Newsletter

Alliance for the Mentally Ill of Iowa
5911 Meredith Drive, Suite C-1
Des Moines, IA 50322-1903

Iowa ACLD Newsletter
(learning disabilities)
Route 2
Strawberry Point, IA 52076

Iowa ACLD Newsletter
1825 Iowa Street
Cedar Falls, IA 50613

*Iowa Assn for the Education of
Young Children Newsletter*
719 Greenwood NW
Ankeny, IA 50021

Iowa Chapter Newsletter
Epilepsy Foundation of America
2915 47th Street
Des Moines, IA 50310

*Iowa Commission on Children,
Youth, and Families Newsletter*
532 E. 12th Street
Des Moines, IA 50319

Iowa DE News
Bureau of Special Education
Dept of Education, Grimes Bldg.
Des Moines, IA 50319

Iowa Head Injury Assoc. Newsletter
2101 Kimball Avenue
Waterloo, IA 50702

Iowa Perspective Newsletter
Iowa Dept of Education
Grimes Bldg
Des Moines IA 50319

Iowa Pilot Parents, Inc.
Exceptional Parent's Center
33 N. 12th Street
P.O. Box 1151
Fort Dodge, IA 50501

Iowa Rehab. Assoc. Newsletter
Attention: Marcia Gracey
Division of Voc. Rehab. Services
510 E 12th
Des Moines, IA 50319

JDF Monitor
(Juvenile Diabetes Foundation)
P.O. Box 4644
Des Moines, IA 50306-4644

Juvenile Diabetes Assoc. News
1515 80th Avenue
Indianola, IA 50125
Editor: Ellen Welborn

LINGUA Newsletter
Iowa Speech & Hearing Assoc.
520 35th Street
Des Moines, IA 50312

Natl. Fed. of the Blind Newsletter
670 36th Street
Des Moines, IA 50312

*NEWS - Iowa Protection and
Advocacy Services, Inc.*
3015 Merle Hay Road, Suite 6
Des Moines, IA 50310-1270

*Newsletter for Professionals
Working with Learning Disabilities*
Dept of Education - Grimes Bldg
Des Moines IA 50319

Online Newsletter
Iowa Spina Bifida Association
P.O. Box 1456
Des Moines, IA 50305

Parent to Parent Newsletter
1407 Independence
Waterloo, IA 50702

Parenting Insights
Dept. of Pediatrics
U. of Iowa Hosp and Clinics
Iowa City, IA 52242

Prevention Advocate
100 Court Avenue, Suite 312
Des Moines, IA 50309

Prospectives Newsletter
Iowa Health Policy Corp.
601 Locust, Carrier Suite 330
Des Moines, IA 50319

REPORT - Iowa CHSC
Child Health Specialty Clinics
Univ. of Iowa - 247 UHS
Iowa City, IA 52242-1011

Sign of the Times Newsletter
Deaf Services Comm. of Iowa
Dept Human Rights, Lucas Bldg
Des Moines, IA 50310

Sunny Side Newsletter
Iowa Easter Seal Society
P.O. Box 4002
Des Moines, IA 50333

Special Recreation Digest
362 Koser
Iowa City, IA 52246

Talking Points
Alliance for Parent Leadership
P.O. Box #127
Des Moines, IA 50333

Turning Point
Systems Change Project
100 Court Avenue, Suite 312
Des Moines, IA 50309

United Cerebral Palsy of NE Iowa
2530 University Avenue
Waterloo, IA 50704

Update - Early Services Intervention
CHSC- 100 UHS
Iowa City, IA 52242-1011

VISIONS Newsletter
ARC/Iowa
715 E. Locust
Des Moines, IA 50309-1915

AEA NEWSLETTERS

Northern Trails AEA 2 Newsletter
P.O. Box M
Clear Lake, IA 50428

Dimension 3 Newsletter
Lakeland AEA 3
Highway 18 & 2nd St.
Cylinder, IA 50528

AEA 4 Newsletter
102 S. Main
Sioux Center, IA 51041

Take 5 Newsletter
Arrowhead AEA 5
1235 Fifth Avenue S
Fort Dodge, IA 50501

Keystone Monthly
Route 2, Box 19
Elkader, IA 52043

AEA 7 Newsletter
3706 Cedar Heights Dr
Cedar Falls, IA 50613

The Communicator
Mississippi Bend AEA 9
729-21st Street
Bettendorf, IA 52722

Grantwood AEA 10 Newsletter
4401 Sixth St Road SW
Cedar Rapids, IA 52402

Western Hills AEA 12 Newsletter
1520 Morningside
Sioux City, IA 51106

AEA Today Newsletter
Loess Hills AEA 13
P.O. Box 1109
Council Bluffs, IA 51502

Parent Connection
Green Valley AEA 14
525 Davis, Box 11
Corning, IA 50841

ED-LINE
So. Prairie AEA 15
900 Terminal Avenue
Ottumwa, IA 52501-9414

Great River News
AEA 16
1200 University, Box 1065
Burlington, IA 52601

Heartland AEA 11
6500 Corporate Dr
Johnston, IA 50131-9030

Heartland AEA special education newsletters include:

- *Assistive Technology Team Newsletter*
- *Autism Newsletter*
- *CAVIAR* (H.S. teachers, parents)
- *Footnotes* (P.E. teachers)
- *Rainbows* (preschool teachers, parents)
- *Short and to the Point* (teachers, parents)
- *Working Together for Children* (public; ed. psych. graduate programs)

AREA AGENCIES ON AGING

Area 1 Agency on Aging Newsletter
808 River Street
Decorah, IA 52101

Crossroads of Iowa Area Agency on Aging - Interchange Newsletter
921 6th Avenue, Suite B
Des Moines, IA 50309

Hawkeye Valley Area Agency on Aging Newsletter
620 Mulberry
Box 2576
Waterloo, IA 50704

PLEASE TYPE OR PRINT
CLEARLY

Appointment Resume

Last Name	First Name	MI	Common Name	<input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Dr. <input type="checkbox"/> Rev.
				<input type="checkbox"/> Sister <input type="checkbox"/> The Honorable
				<input type="checkbox"/> _____

Home Address		Work Address	
City	State	Zip Code	
Home Phone		State House District Number	Work Phone
() -			() -
County of Residence	Social Security Number		Employer
	- -		

EDUCATIONAL BACKGROUND	
College/University	Degree(s) Received
Technical/Trade	
High School	

ORGANIZATIONAL INVOLVEMENT (include dates of membership and offices held)

ELECTED OFFICES AND STATE APPOINTED POSITIONS

PERSONAL DATA (Your completion of this section will insure the broadest representation possible)			
Gender	Date of Birth	Race	Political Party Affiliation
<input type="checkbox"/> M <input type="checkbox"/> F			<input type="checkbox"/> R <input type="checkbox"/> D <input type="checkbox"/> N or I <input type="checkbox"/> Other _____
Name of Spouse		Occupation	
Referred by	Signature of Applicant		Date

BOARD PREFERENCES
Each individual board/commission has been assigned a number on the reverse of this sheet. Please select up to three for which you would like to be considered, in order of your preference. Then write the corresponding numbers in the three spaces below. Resumes will be filed by the board(s) selected, so careful completion of this section is necessary to ensure that your application is properly processed.
SPECIFIC INTERESTS: First Choice Second Choice Third Choice

Send completed forms to: Office of the Governor, State Capitol, Des Moines, IA 50319

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Agriculture

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- 2 Grain Indemnity Fund Board, Iowa
- 3 Interstate Agricultural Grain Marketing
- 4 Renewable Fuel Advisory Committee
- 5 Soil Conservation Committee, State
- 6 Veterinary Medicine, Iowa Board of

Blind

- 7 Blind, Commission for the

Campaign Finance

- 8 Ethics and Campaign Disclosure Board, Iowa

Civil Rights

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College Student Aid

- 10 College Student Aid Commission
- 11 Student Loan Liquidity Corporation

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- 13 Alcoholic Beverages Commission
- 14 Architectural Examiners, Board of
- 15 Banking Board, State
- 16 Credit Union Review Board
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- 36 Product Development Corporation, Iowa
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- 39 Wallace Technology Transfer Foundation

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POLICY BOARD QUESTIONNAIRE

Introduction

The literature review and the interviews conducted in preparing this resource manual indicate that most people have formed assumptions and biases that they use in their decision-making processes. Individuals who are members of public boards perform tasks for the public good and are responsible for becoming aware of and attending to their biases. Self awareness is a life long process that is especially important to policy makers and advisors because of the manner in which personal assumptions are reflected in public policy decisions. To assist public board members and staff in identifying the personal assumptions and biases that might present barriers to the inclusion of diverse groups on public boards, including individuals with disabilities and their family members, the following questionnaire was developed.

The questionnaire can be used by a public board's staff and members, or other interested parties, as a tool to assist the board in the identification of members' perceptions, attitudes and behaviors that may create barriers to the meaningful participation of individuals with disabilities and members of their families. An increase in awareness of biases in our decision-making structures allows those biases to be addressed through public board orientation and training activities and therefore contribute to the enhancement of participation on public boards.

The questionnaire can be divided into three general categories of questions that discern: 1) the level of knowledge and comfort that members and staff have with the purpose of the board and how the board functions; 2) the level and extent of interactions members and staff have with diverse groups, including individuals with disabilities; and 3) the level and extent of support among members for changes to enhance participation by diverse groups, including individuals with disabilities. The questionnaire can assist in identifying the degree of congruity or

non-congruity between the board members' perceptions and the board's behavior (i.e., as demonstrated by its policies and procedures).

Accompanying the questionnaire is a format to compile and present the questionnaire responses. This form, entitled Questionnaire Analysis, has grouped the questions in the three categories discussed above. It is recommended that the responses and non-responses to all questions be compiled and presented as a percentage of total responses. Presenting the information in this manner will make it easier for follow-up discussions to focus on general trends in the responses.

QUESTIONNAIRE

- 1) Please place an X in the box that best describes your level of agreement with each of the following statements.

KEY

- | | |
|-----------------------|--------------------|
| 1 Strongly Disagree | 4 Agree Some |
| 2 Moderately Disagree | 5 Moderately Agree |
| 3 Disagree Some | 6 Strongly Agree |

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A) This public policy and advisory board has been responsive to community needs. | 1 | 2 | 3 | 4 | 5 | 6 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B) I am comfortable with my understanding of the mission of this board. | 1 | 2 | 3 | 4 | 5 | 6 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C) Public policy and advisory boards need not reflect the diversity of their constituents to make informed decisions. | 1 | 2 | 3 | 4 | 5 | 6 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D) I am more comfortable with and can work better with people who are similar to me. | 1 | 2 | 3 | 4 | 5 | 6 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E) Participating on this board provides the opportunity to have contact and work with people who represent diverse social groups. | 1 | 2 | 3 | 4 | 5 | 6 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F) I am comfortable disagreeing with other people on the board even when I take an unpopular position. | 1 | 2 | 3 | 4 | 5 | 6 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2) Please **rank** the following by **importance**, 1 through 4, with 1 being the most important and 4 being the least important. You may only use each number once.

____ Members of a public policy/advisory board should communicate well, work efficiently and accomplish tasks in a timely fashion.

____ Members of a public policy/advisory board should consist of, represent, and advocate for diverse groups of people.

____ Members of a public policy/advisory board should keep current regarding issues about which they makes policy.

____ Members of a public policy/advisory board should fulfill the board's mission.

3) The mission of this board is _____

4) Please place an X in the box that best describes your level of agreement with each of the following statements.

KEY

- | | |
|-----------------------|--------------------|
| 1 Strongly Disagree | 4 Agree Some |
| 2 Moderately Disagree | 5 Moderately Agree |
| 3 Disagree Some | 6 Strongly Agree |

A) People who have disabilities are used to getting extra attention.	1 []	2 []	3 []	4 []	5 []	6 []
B) The interests of racial/ethnic groups and people with disabilities and members of their families are adequately represented by interest groups and lobbyists.	1 []	2 []	3 []	4 []	5 []	6 []
C) Public policy and advisory boards should make assistive technology available to people who have disabilities so they may participate in public policy and advisory board activities.	1 []	2 []	3 []	4 []	5 []	6 []
D) If racial/ethnic groups and people with disabilities are affected by policies set by a board, they should be represented on the board.	1 []	2 []	3 []	4 []	5 []	6 []

5) Please place an X in the box that best describes your level of agreement with each of the following statements.

KEY

- | | |
|-----------------------|--------------------|
| 1 Strongly Disagree | 4 Agree Some |
| 2 Moderately Disagree | 5 Moderately Agree |
| 3 Disagree Some | 6 Strongly Agree |

- | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| A) People who have a disability may make poor judgments because of their disability. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| B) Individuals with disabilities and their families do not have difficulty discussing disability related policy issues. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| C) Adequate accommodations and assistive technology allows people with disabilities to function as adequately as anybody else on a public policy and advisory board. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| D) Making accommodations to facilitate participation of people with disabilities on public policy and advisory boards is not fiscally responsible. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| E) Individuals who have disabilities are best suited to present and discuss disability issues. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| F) People with disabilities are likely to have limited social and work experience. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| G) Board members constrain their discussion on disability related issues so as not to appear insensitive. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| H) People who have disabilities are most comfortable working with other people with disabilities. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| I) People who have disabilities can work with people without disabilities as well as anyone else. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |
| J) If public policy and advisory boards are mandated to be diversified in their membership, genuine interaction will be constrained. | 1
[] | 2
[] | 3
[] | 4
[] | 5
[] | 6
[] |

6) Indicate the statement with which you most agree from each of the following groups of statements.

A) Check the statement from this group with which you most agree.

___ Accommodations for persons with disabilities are sometimes so costly that they are impractical for a public policy/advisory board to undertake.

___ Public policy/advisory boards should accommodate persons with disabilities (e.g. provide interpreters, large print text, extra meetings etc.).

___ Some people who have disabilities are forced into roles and situations, such as board membership, in which they cannot function well.

B) Check the statement from this group with which you most agree.

___ It is important to accommodate persons with disabilities as thoroughly as possible to provide them equal opportunity to succeed in life.

___ People tend to function at a level that is comfortable for them no matter what help they receive.

___ Since everybody has problems and a chance of overcoming them, it is unreasonable to provide special assistance to select groups.

C) Check the statement from this group with which you most agree.

___ If people are forced to accommodate persons with disabilities they will become resentful.

___ The only way to change the status of individuals with disabilities is to mandate opportunity.

___ Government interference in social interaction causes resentment and increased difficulties.

7) Please place a check by all statements which best describe your contact with people with disabilities.

A) ___ I have a disability.

B) ___ A member of my family has a disability.

C) ___ I have resided at some time in the past with an individual who has a disability.

D) ___ A close friend has a disability.

E) ___ A friend has a disability.

F) ___ I work with people who have disabilities.

G) ___ I never interact with people who have disabilities.

H) ___ I sometimes interact with people who have disabilities.

I) ___ I often interact with people who have disabilities.

8) I feel comfortable around individuals who have disabilities.

A) ___ Always

C) ___ Sometimes

B) ___ Usually

D) ___ Not often

9) I have known individuals with the following disabilities (circle all that apply):

A) Communication disorder

D) Other physical disability

G) Other

B) Hearing impairment

E) Emotional disability

H) None

C) Visual Impairment

F) Learning disability

10) Some of the feelings I have when communicating with persons with disabilities include (Mark as many as are appropriate):

A) ___ Interest

D) ___ Pleasure

G) ___ Anger

B) ___ Frustration

E) ___ Confusion

H) ___ Concern

C) ___ Fear

F) ___ Relief

I) ___ Other

11) How would you feel if some board members had disabilities severe enough to require a change (e.g. interpreters, pre-meeting meetings, large print, accessible meeting rooms etc.) in the manner of communication and working of the board?

.....

12) Please check the age range which applies to you.

20 to 30 31 to 40 41 to 50 51 to 60 61 +

13) What is your gender? Female Male

14) What is your racial/ethnic background?

Caucasian Latino African-American Other

15) What is your family's annual income?

Under \$10,000 \$10,001 to \$20,000 \$20,001 to \$30,000
 \$30,001 to \$40,500 \$40,501 to \$60,000 \$40,501 to \$60,000
 \$60,000 to \$100,000 over \$100,000

16) Please indicate the highest level of education you completed?

High School Equivalency Degree High School Diploma
 College Degree Graduate or Professional Degree

17) In what Iowa county do you live? _____

18) About how long did it take you to complete this questionnaire? _____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

QUESTIONNAIRE ANALYSIS

PART I: BOARD FUNCTIONING

KEY

- | | |
|-----------------------|--------------------|
| 1 Strongly Disagree | 4 Agree Some |
| 2 Moderately Disagree | 5 Moderately Agree |
| 3 Disagree Some | 6 Strongly Agree |

1A) This public policy/advisory board has been responsive to community needs. 1 2 3 4 5 6
[] [] [] [] [] []

BOARD RESPONSE:
no response

1B) I am comfortable with my understanding of the mission of this board. 1 2 3 4 5 6
[] [] [] [] [] []

BOARD RESPONSE:
no response

1F) I am comfortable disagreeing with other people on the board even when I take an unpopular position. 1 2 3 4 5 6
[] [] [] [] [] []

BOARD RESPONSE:
no response

2) Please **rank** the following by **importance**, 1 through 4, with 1 being the most important and 4 being the least important. You may only use each number once.

- A. Members of a public policy/advisory board should communicate well, work efficiently and accomplish tasks in a timely fashion.
- B. Members of a public policy/advisory board should consist of, represent, and advocate for diverse groups of people.
- C. Members of a public policy/advisory board should keep current regarding issues about which they makes policy.
- D. Members of a public policy/advisory board should fulfill the board's mission.

BOARD RESPONSE

Rank	% of Responses			
	A	B	C	D
1				
2				
3				
4				
no response				

3) The mission of this board is: (list responses)

PART II: EXPERIENCE INTERACTING WITH PEOPLE WHO HAVE DISABILITIES

KEY

- | | |
|-----------------------|--------------------|
| 1 Strongly Disagree | 4 Agree Some |
| 2 Moderately Disagree | 5 Moderately Agree |
| 3 Disagree Some | 6 Strongly Agree |

1D) I am more comfortable with and can work better with people who are similar to me.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

1E) Participating on this board provides the opportunity to have contact and work with people who represent diverse social groups.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

4A) People who have disabilities are used to getting extra attention.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

4C) Public policy and advisory boards should make assistive technology available to people who have disabilities so they may participate in public policy and advisory board activities.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5A) People who have a disability may make poor judgments because of their disability.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5F) People with disabilities are likely to have limited social and work experience.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5G) Board members constrain their discussion on disability related issues so as not to appear insensitive.	1	2	3	4	5	6
	[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

- 7) Please place a check by all statements which best describe your contact with people with disabilities.
- A) I have a disability.
 - B) A member of my family has a disability.
 - C) I have resided at some time in the past with an individual who has a disability.
 - D) A close friend has a disability.
 - E) A friend has a disability.
 - F) I work with people who have disabilities.
 - G) I never interact with people who have disabilities.
 - H) I sometimes interact with people who have disabilities.
 - I) I often interact with people who have disabilities.
- 8) I feel comfortable around individuals who have disabilities.
- A) Always
 - B) Usually
 - C) Sometimes
 - D) Not often
- 9) I have known individuals with the following disabilities (circle all that apply):
- A) Communication disorder
 - B) Hearing impairment
 - C) Visual Impairment
 - D) Other physical disability
 - E) Emotional disability
 - F) Learning disability
 - G) Other
 - H) None
- 10) Some of the feelings I have when communicating with persons with disabilities include (Mark as many as are appropriate):
- A) Interest
 - B) Frustration
 - C) Fear
 - D) Pleasure
 - E) Confusion
 - F) Relief
 - G) Anger
 - H) Concern
 - I) Other

PART III: INCLUSION ON BOARDS

KEY

- | | | | |
|---|---------------------|---|------------------|
| 1 | Strongly Disagree | 4 | Agree Some |
| 2 | Moderately Disagree | 5 | Moderately Agree |
| 3 | Disagree Some | 6 | Strongly Agree |

1C) Public policy and advisory boards need not reflect the diversity of their constituents to make informed decisions.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

4B) The interests of racial/ethnic groups and people with disabilities and members of their families are adequately represented by interest groups and lobbyists.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

4D) If racial/ethnic groups and people with disabilities are affected by policies set by a board, they should be represented on the board.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5B) Individuals with disabilities and their families do not have difficulty discussing disability related policy issues.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5C) Individuals with disabilities can function on a public policy/advisory board about as well as anyone else.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5D) Making accommodations to facilitate participation of people with disabilities on public policy and advisory boards is not fiscally responsible.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

5E) Individuals who have disabilities are best suited to present and discuss disability issues.

1	2	3	4	5	6
[]	[]	[]	[]	[]	[]

BOARD RESPONSE:
no response

BOARD RESPONSE

6A) Check the statement from this group with which you most agree.

Accommodations for persons with disabilities are sometimes so costly that they are impractical for a public policy/advisory board to undertake.

Public policy/advisory boards should accommodate persons with disabilities (e.g. provide interpreters, large print text, extra meetings, etc.)

Some people who have disabilities are forced into roles and situations, such as board membership, in which they cannot function well.

6B) Check the statement from this group with which you most agree.

It is important to accommodate persons with disabilities as thoroughly as possible to provide them equal opportunity to succeed in life.

People tend to function at a level that is comfortable for them no matter what help they receive.

Since everybody has problems and a chance of overcoming them, it is unreasonable to provide special assistance to select groups.

6C) Check the statement from this group with which you most agree.

If people are forced to accommodate persons with disabilities they will become resentful.

The only way to change the status of individuals with disabilities is to mandate opportunity.

Government interference in social interaction causes resentment and increased difficulties.

11) How would you feel if some board members had disabilities severe enough to require a change (e.g. interpreters, pre-meeting meetings, large print, accessible meeting rooms etc.) in the manner of communication and working of the board? (list responses)

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