
Appendices



Tips and Techniques Table

This table includes most of the tips and techniques put forward in the Interpretive Programs and Interpretive Facilities sections of this publication. Rather than grouping these items by disability category, as those sections are structured, this table puts forward the tips and techniques in terms of program preparation and presentation. Although this table indicates which disability categories are served by the various techniques included herein, readers should note how many of these items are useful for serving all of our visitors, not just those with disabilities, which is why the last column in this table was included.

General Etiquette	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Speak clearly and in a normal tone of voice. Try to project your voice from your diaphragm. Speak louder only if it is requested, and then try not to shout.								✓
If you have difficulty understanding a visitor who has a speech impairment, do not be afraid to ask them to repeat themselves. If you still do not understand, repeat the information you did understand, and ask them to repeat again.	✓	✓	✓		✓			
Address and treat adults with disabilities as adults.	✓	✓	✓	✓	✓	✓	✓	
When giving directions or instructions, speak slowly and clearly and keep your sentences short.								✓
Offer assistance if it appears to be needed. If your offer is declined, do not insist. If your offer is accepted, ask how you can best help.								✓
Do not worry about using words like "hear" or "listen," "run" or "walk," and "look" or "see" around people with hearing, vision or mobility impairments. These words are part of everyone's vocabulary.	✓			✓	✓			
If you know some sign language, use it--your attempts will generally be appreciated. However, in situations when an interpreter has been requested in advance, a certified professional should be hired.	✓							

General Etiquette	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Be aware that some visitors with disabilities may have service dogs accompanying them. Service dogs are allowed in park areas and facilities. Service dog users generally prefer that their dogs not be petted, led, or spoken to.	✓	✓	✓	✓				
With all visitors, there is a wide variation of abilities and limitations. Find out how you can best assist each individual.							✓	
Be aware that an individual with a learning disability may stare at you or stand close to you when you speak. This individual may be displaying over-attentiveness, or may be trying to block out competing noises.		✓						
If inappropriate behavior is displayed, the problem should not be ignored but instead discussed calmly. Accusations may only cause stress and make the situation worse.							✓	
Never pick up or carry a person with a mobility impairment unless they have requested it and you have had specific training on how to do so, except in cases of emergency. Make sure all other options have been exhausted.			✓					
Do not lean or hang on a visitor's wheelchair or other mobility aid. These are considered part of their body space.			✓					
When speaking for more than a few minutes with individuals using wheelchairs, consider kneeling or sitting down so they do not have to look up at you.			✓					
Never take mobility aids away from visitors unless they request it. Having their mobility aids nearby makes individuals feel more independent and secure. This includes people using crutches.			✓					

General Etiquette	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Slippery or uneven surfaces may pose problems for visitors, especially those walking with assistive devices. If a wheelchair is available, offer it to them. If not, offer assistance, or show them an alternate route.								✓
Do not make general assumptions about the abilities or limitations of an individual with a disability. Let the individual decide what he or she can and cannot do.								✓
Look directly at visitors when speaking to them; do not talk through an intermediary. Try not to turn away while you are talking to them.								✓
When offering assistance to a visitor with a vision impairment, you may want to lightly touch the individual on the shoulder as you begin speaking, so he or she is aware that you are talking to them.				✓				
Be aware of cultural differences. Gestures or body movements do not universally communicate the same meaning or may be considered disrespectful.								✓
Make an effort to correctly pronounce visitors' names.								✓
Be patient with visitors. Do not interrupt them or finish their sentences.								✓
Avoid using the word "elderly" because it implies frailty and helplessness, which most older adults are not.						✓		

Advance Information/Preparations	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Lid English Proficiency	Older Adults	All Visitors
If you are notified beforehand that one or more persons with a learning disability will be on your tour, try to find out what kinds of characteristics are represented, if any, and how you can best assist them.								✓
If visitation warrants it, arrange to have a language translator or bilingual interpreter present during your program or available at the park site. (Keep in mind that you may need to shorten your presentation to allow time for the translator.)					✓			
On short notice, ask a bilingual family member or friend of the visitor to translate for you. Or, if you think that will be too disruptive, arrange for a private tour.					✓			
Try to speak with visitors beforehand to determine how to meet their needs at your program.								✓
Choose programs appropriate for your audience's age. Program content does not need to be at a lower comprehension level, just communicated in a variety of ways.								✓
If the entire audience consists of visitors with learning disabilities or mental retardation, you should consider limiting the program to no longer than 30 minutes, with only one or two primary ideas.		✓	✓					
When publicizing the program, indicate the level of accessibility of the program, as well as of the facility where it will be presented.								✓
If requested in advance by a visitor with a hearing impairment, arrange for an oral or sign language interpreter.	✓							

Setting Considerations	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Provide adequate lighting for reading, drawing, or craft activities.								✓
Allow visitors with hearing impairments to sit up front so they can hear better, watch the oral or sign language interpreter, or facilitate speech-reading.	✓							
Choose an area with minimal background noise and distractions for your program.								✓
Beforehand, evaluate the facility or area where the program will be presented. It needs to be accessible to wheelchairs, and wheelchair seating requirements should be met.				✓				
Be aware of the line-of-sight of individuals in wheelchairs or seated in chairs. The video screen should be placed at a height that does not require the audience to tilt their heads backward to see, as some visitors may have limited muscle movement in their necks and shoulders.			✓			✓		
Beforehand, evaluate the location where the program is to be presented. Plan a route to the room or area that is accessible for the entire audience. Remove any obstacles or protruding objects that may be encountered. Make sure wheelchair seating requirements are met.								✓
A spotlight on you and/or a sign language interpreter may be needed in a dark room or at nighttime.								✓
Position yourself so you are facing a light source. This allows visitors to see your face and will help facilitate speech-reading.								✓
If possible, provide an amplification system to improve communication between you and your visitors.								✓

Setting Considerations	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Make sure emergency evacuation routes are accessible to all visitors.								✓
Provide seating with backs and armrests. Remember, not all visitors are able to stand for an extended period of time or sit on the floor, or able to get up and down from that position easily. For outside programs, seating in the shade is preferred. Some visitors with mobility impairments cannot regulate their body temperature and may be susceptible to heat-related ailments.								✓
Be aware of lighting conditions and, where possible, minimize glares on glass.								✓

Presentation Techniques	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Read aloud exhibit or trail signage.	✓	✓		✓	✓			
Demonstrate an activity or task before asking program participants to perform it.								✓
Make sure you have the visitors' attention before beginning to speak. You may need to lightly tap individuals with visual impairments on the shoulder or wave to get their attention. Be sure your audience understands what was just said before continuing.								✓
When giving directions, make sure you give them from the visitors' point of view. For example, do not say, "The restroom is to my right." Instead say, "The restroom is to your left." It may also be helpful to point in the direction to which you are referring, or draw out a map.								✓

Presentation Techniques	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Directions or information should be provided step-by-step. Be sure the information is fully understood. If necessary, repeat information using different words, or draw a map or diagram.								✓
Provide visitors with a general orientation to the area by describing its prominent features.				✓				
Tell visitors with visual impairments if you are leaving briefly; they may not be aware that you have walked away. Conversely, note when you have returned, and with whom.				✓				
Before you begin walking with a visitor with visual impairments, say where you are going. For example, "We are going into the library, and there are five steps leading to the door." Be prepared to move more slowly through an area than you might ordinarily.				✓				
Be very specific when giving directions or describing an area. Be sure to discuss any obstacles that may be encountered.				✓				
When speaking for translation or for a sign language interpreter, use simple sentences, pause for the interpreter after each thought, and avoid the use of colloquialisms, idioms, and slang, as they are not easily translated.	✓				✓			
If necessary, pantomime your message. This may be the only way to communicate with some visitors who have limited English proficiency. Use facial expressions and hand and body movements. Draw pictures, if needed, to communicate your message.	✓				✓			
Be sure to allow extra time between slides for visitors to see the images you have explained. Some visitors may be watching you and speech-reading, or they may be watching the sign language or oral interpreter.	✓							

Presentation Techniques	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
When working with a sign language interpreter, try to use short sentences. A subject-verb-object sentence structure is best, because it is the same syntax of American Sign Language. For example, say, "The snake ate the mouse," not, "The mouse was eaten by the snake."	✓							
Always face the audience while speaking.							✓	
Avoid sweeping arm movements or moving around while speaking, as this may distract some visitors.							✓	
Inform the audience of the length of the program and the location of the exits, and permit them to leave early. If possible, make prior arrangements to have a staff member escort them back to the starting point, or to their campsite for an evening program. For longer presentations, you may want to schedule a break. Notify the audience before the presentation begins that an intermission can be expected.							✓	
Avoid "over-stimulating" visitors with learning disabilities. An overload of visual, auditory, or tactile stimulation can easily confuse some individuals.		✓						
Information should be grouped together in an organized fashion, given step-by-step, and reinforced through repetition.							✓	
Discuss ideas in basic terms. and avoid abstractions.		✓						
Make smooth transitions in presentations. Jumping from one subject to another may cause confusion.							✓	
Encourage audience participation whenever possible. This will reinforce information and increase interest in your program.							✓	

Presentation Techniques	Hearing Impairments Learning Disabilities Mental Retardation Mobility Impairments Visual Impairments Ltd English Proficiency Older Adults All Visitors							
Look for visitors to indicate they wish to answer a question before calling on them.								✓
Some individuals with learning disabilities have difficulty understanding the concept of historical and calendar time. If this information is included in your program, use different ways of explaining or demonstrating it.	✓							
Explain new or difficult words and concepts.								✓
In a program that involves discussion, repeat questions from the audience. Some visitors may not have heard the question being asked, may have forgotten the question, or may not have been paying attention. Once lost from the conversation, their interest in the presentation may be lost.								✓
Do not immediately dismiss a question as being irrelevant. Sometimes, poor language skills confuse what the individual may be trying to say. Try your best to relate the question or answer to the subject.								✓
In areas where programs are to be presented without seating, suggest to visitors using wheelchairs that they sit in front of the audience, so they can see and hear better.			✓					
Suggest to visitors with visual impairments that they sit up close to the front of the audience.				✓				
Wait for the group to settle before you begin the program.								✓
While presenting a program, use very descriptive words, and include as much detail as you can. Emphasize textures and colors of objects or the topography of areas; otherwise, they could be overlooked.								✓
Read aloud any written information displayed in the program.	✓			✓	✓			

Presentation Techniques	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Lid English Proficiency	Older Adults	All Visitors
During a slide presentation, point to objects as you refer to them, so visitors can more easily follow along.								✓
Repeat information in different ways. Use different words, gestures, and objects to convey interpretive information.								✓
Offer to meet with visitors after the program to answer any questions, or to repeat information.								✓
After a program in darkened conditions, some visitors may need extra time to allow their eyesight to adjust to the changes in light. Before leaving, take a few minutes to review the presentation they just saw, or use this time for questions and answers. This will give them the additional time they may need.								✓
Pose questions to the entire audience to encourage involvement.								✓
Skits and songs with hand and body motions are great ways to involve the audience. Do not assume visitors with disabilities or limited English proficiency cannot or do not want to participate--let them make the decision.	✓	✓	✓	✓	✓	✓	✓	
Relate new information to something familiar to your audience.								✓
It is important that you demonstrate any activity or concept before asking the audience to participate. Make sure everyone understands the movements before beginning.								✓
Choose program activities that involve partners and that do not single out individuals. Some individuals may not want to become involved due to fear of embarrassment. Positive reinforcement may encourage future involvement.								✓

Presentation Techniques	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Do not exclude people using communication boards or books from discussions. Be sure to give them the extra time they may need.			✓					
If you have a visitor who is using an electric wheelchair, wait until the noise of the wheelchair has stopped before you begin speaking.			✓					
Look for visitors to indicate they wish to answer a question before calling on them. Asking them to respond before they are ready may cause unnecessary embarrassment.							✓	
When distributing written materials, explain and/or read them for those who may not be able to read them.	✓			✓	✓			
If you are pushing a visitor using a wheelchair, do not deliver program information while walking. This individual may not hear you. It may be necessary to seek assistance from another staff member to push the wheelchair, while you present your program.			✓					
Give clear, verbal direction to the group when moving from one area to another. Once at your destination, provide a general orientation to the whole area, including atmosphere and visual details.				✓				
Before beginning the walk or tour, describe the route that will be taken, and give a brief overview of the resources that will be interpreted along the way.							✓	
Too much information may cause confusion and could result in disinterest in the tour or talk. Keep the program focused around your theme.							✓	
Try to keep the size of the tour group small.	✓	✓						
It may be necessary to remind the tour group of the park's rules.							✓	

Presentation Techniques	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Prearranged rest breaks should be announced at the beginning of the tour, and additional breaks should be accommodated, if requested. Also, inform the group of the location or absence of restrooms and drinking fountains along the tour.								✓
Offer an optional "leisure tour," a separate tour available to anyone who wants to proceed at a slower pace.			✓	✓		✓		
During walks or tours, allow extra time between points of interest or exhibits. People with assistive mobility devices may need additional time to move about.			✓			✓		
Avoid long or fast-paced walks.		✓	✓	✓		✓		
Do not talk as you demonstrate an activity or task. The audience may be concentrating on your movements or the object, and not on your words. Give information before or after the demonstration.	✓	✓	✓		✓			
If possible, when demonstrating a skill, allow a visitor with a visual impairment to hold your hands as you work, while at the same time explaining in detail what you are doing.					✓			

Program Tools	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Have pencils and paper handy to communicate with visitors who are hearing impaired, to draw maps, and to use symbols to communicate with visitors with limited English proficiency.								✓

Program Tools	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Ltd English Proficiency	Older Adults	All Visitors
Involve all the senses in your program. Incorporate interpretive materials pertaining to the theme of your program that may be smelled, heard, touched, and tasted. Information provided in this way reinforces learning and increases interest in your program.								✓
Inform visitors of any assistive listening systems or devices available at the facility.								✓
Present films that are captioned, or provide a transcript for those films that are not captioned.	✓							
Incorporate items that may be touched and that pertain to the theme of the program. Models, plant and animal specimens, and dioramas add another dimension to verbal explanation.								✓
Include new or difficult words and concepts and their definitions in a handout, along with suggestions for additional reading. Individuals may want to learn more about the subjects presented.								✓
Handouts supplied to the audience should be in large, dark print (a 12 point, sans serif font) and on a light matte background. Be prepared to explain the contents of handouts for those who are unable to read them. Written materials that are distributed regularly to visitors should also be available in an alternate format, such as printed in an 18 point sans serif font and/or in Braille.		✓	✓		✓	✓		
Provide the narrative of your program in an audiodescription format.					✓			
Offer films, videos, or slides narrated in different languages.						✓		
If visitation warrants it, provide programs in different languages or provide transcripts of the programs in different languages.						✓		

Appendices: Tips and Techniques Table

Program Tools	Hearing Impairments	Learning Disabilities	Mental Retardation	Mobility Impairments	Visual Impairments	Lid English Proficiency	Older Adults	All Visitors
Have an outline of your program available, so visitors can more easily follow along.								✓
Project title slides or song slides on an A/V screen during your program. This will help visitors in following along in the program.								✓
When incorporating items that may be touched into your campfire program, be aware of the audience's capabilities and limitations. You or another staff member may need to hold the object for the visitors, while they look at it.			✓					
If all attempts to make an area of the park site accessible are unsuccessful, provide a film, slide show, or photographs of those public areas not accessible by wheelchair.			✓					
Magnifiers should be available to use on photographs, signs, or exhibits, or to take on outdoor walks. The whole group can benefit and enjoy hand lenses by taking a closer look at the detail of historic and natural objects.								✓
Use enlarged photographs to allow visitors to see more detail.								✓
Use life-size or scale models of objects that may not be touched.								✓
Provide a tactile relief map of the area. This involves the senses of touch and sight, while allowing visitors to see where they are going on their tour or walk.								✓
Provide visitors with a simple map of the area or floor plan(s) of the building, indicating where you will go and what you will see while on tour. This will stimulate curiosity and interest in your program.								✓
Offer self-guided printed or audio tours for those who wish to proceed at their own pace.								✓

Publications Guidelines

The following recommendations will make your publications more readable and understandable to all visitors, including those with disabilities. These are general recommendations and should be used in conjunction with the specific information provided in *Access to Parks Guidelines*, Chapter 30, and Departmental Notice No. 2000-07.

The Accessibility Section must have an opportunity for review and comment on publications that will have an on-going life. This includes park brochures, entrance station handouts, interpretive guides, posters, etc. Optional review of one-time use materials is available and encouraged. Please submit items for review at least two weeks in advance of your desired return deadline.

When writing:

- Keep sentences short.
- Use a subject-verb-object sentence structure. For example, say, “Jack London wrote *The Sea Wolf*,” instead of, “*The Sea Wolf* was written by Jack London.”
- Avoid complex sentences.
- Avoid using slang or jargon.
- Use words like “barrier free” or “accessible.” Do not use words like “special” or “facilities for the handicapped.”

When designing:

- Never print with anything less than a **12 point font**. Written materials should also be available on request in large print with dark ink on a light matte background. An 18 point font is recommended, however, a smaller font may be necessary for long publications.
- Type styles with serifs (ornamental attachments or extenders on letters) are difficult to read and should be avoided. Italicization, which tends toward making readability difficult, should be kept to a minimum. For a person with low vision, these features cause the letters to more easily run together, the result is blurring. Often, when an alternate format version of a publication is requested (and announcement of such availability should be printed in the item to be published), this may easily be accomplished by copying the standard use publication to a satisfactory enlargement. Therefore, typeface in block style, is a good choice. Examples include Arial, Helvetica, Tahoma, Verdana, and Novarese. Increasing boldness or narrowing can diminish the readability of even these acceptable styles.
- Margins between columns of text should be at least 7/8”. With a smaller margin, the columns may appear to run together, causing visitors to read straight across. Outside margins should be at least 1/2” wide.

- Include in all publications any available TDD or TTY relay number as well as the statement, “Prior to arrival, visitors with disabilities who need assistance should contact” and then list a contact name and phone number.
- Use the International Symbol of Accessibility, the International Symbol of Access for Hearing Loss, and/or TTY, (all are shown below) where applicable.



Written materials for interpretive programs should include:

- An outline of the tour or talk.
- A map of the area.
- Definitions of new or unusual words.
- A brief history of the topics, including names or places.
- Suggestions for books or other resource materials relating to the theme.
- Pictures or graphics pertaining to the subject.
- The level of difficulty, distance, and time required for the walk or tour. It is highly recommended that program publicity contain a description of exactly what will be required on the part of participants. For example, “This interpretive walk will cover a 1.5 mile distance. While no stair climbing is necessary, there is a short, although significant, enroute grade of approximately 9%. The trail is subject to nearly continual sunlight, however, a shaded bench is available mid-way. Restrooms are available only at the trail departure point.”

State of California - The Resources Agency DEPARTMENT OF PARKS AND RECREATION		MANUAL
DEPARTMENTAL NOTICE No. 2007-04		Operations
SUBJECT Accessibility and Publications Policy		CHAPTER 2600 Accessibility
ISSUED October 29, 2007	EXPIRES When Superseded	REFERENCE 28 CFR 35.160

DPR 375 (Rev. 10/2001)(Word 6/25/2002)

WHEN APPLICABLE, ENTER THE NUMBER AND DATE OF THIS DEPARTMENTAL NOTICE IN THE MARGIN OF THE MANUAL PAGE, ADJACENT TO THE SECTION(S) AFFECTED BY IT.

This Departmental Notice has been re-created for transmittal in electronic format. The original notice was signed by Theodore Jackson, Jr. – Deputy Director for Park Operations.

The purpose of this Departmental Notice is to provide new standards and clarify previous ones for the production of accessibly designed publications that also provide accurate information about accessible facilities and programs. The policy and guidelines attached to this notice are effective immediately and supersede those in DN 2000-07.

The main differences in this notice and its predecessor are the separation of the notice from the expanded technical guidelines, which are subject to change, and the provision of clear review process information and projected review timelines. The attached technical guidelines now include simple tools to help measure acceptable 12-point fonts and 70 percent contrast. The new guidelines exclude all italics, unless upright equivalent text is provided. Finally, exceptions for map font sizes are also included. The technical guidelines will be appended to the online 2005 California State Parks Accessibility Guidelines to replace Section 29, Publications.

LEGAL AUTHORITY

The Americans with Disabilities Act of 1990 (ADA) requires that government (and private) publications are accessible to people with disabilities. Therefore, the Department must ensure that its communications with individuals with disabilities are as effective as its communications with others. (28 CFR 35.160)

ACCESSIBILITY AND PUBLICATIONS POLICY

All new or reprinted Department publications (see definition) shall be prepared using the following guidelines based on the ADA. This policy applies to publications developed at the Headquarters, District or Unit levels, including publications copyrighted to the Department. Department staff must ensure that publications produced for the Department by cooperating associations, concessionaires and other external entities follow the attached guidelines or subsequent updates.

Definition: Publications include brochures, booklets, books, announcements, posters, advertisements, park maps, park program materials, campground maps, departmental plans, reports, newsletters and other items—including those under copyright to State Parks--that are usually handheld.

REVIEW OF PUBLICATIONS

All publications shall be reviewed by the Accessibility Section. Park accessibility information and/or campground maps showing accessible facilities sent to reservations concessionaires must be reviewed for content accuracy before being posted online. Reviews are almost always completed within two weeks; faster service may be requested. Discussing proposed publications at project start-up often speeds the process. Submission for final review must be planned to allow time for any necessary text and or design changes before printing. A completed review form will recommend any needed changes before printing. Reviews will cover content on accessible features, font, contrast and other standards attached to this notice.

PUBLICATIONS GUIDELINES, 2007, ATTACHED (replacing Section 29 in California State Parks 2005 Accessibility Guidelines)

QUESTIONS

If you have questions about this notice, contact the Accessibility Section at 916 445-8949 or access@parks.ca.gov.

Theodore Jackson Jr.
Deputy Director, Park Operations

Publications Guidelines, 2007

(Replaces Section 29, Publications, in 2005 CSP Accessibility Guidelines)

1. Public accessibility information to be included where accessible features are present:

- A. Publications must integrate information about accessible features with general descriptive information regarding park sites and facilities.
- B. The International Symbol of Accessibility (or ISA, also called the wheelchair symbol)



is to be used to locate accessible features on maps and may be used to identify the location of accessibility information within the publication text.

- C. Publications must include the following standard statement: “711, TTY relay service” immediately adjacent to the contact phone number.
- D. Publications need to incorporate the following standard statement: “California State Parks supports equal access. Prior to arrival, visitors with disabilities who need assistance should contact [contact office and phone number].”

This statement encourages visitors to request assistance, such as American Sign Language (ASL) interpretation for the deaf, in advance. Refer to Departmental Notice 2004-07 for more information on sign language interpretation policies and suggestions.

- E. Publications must state: “This publication is available in alternate formats by contacting [contact office and phone number].”

Alternate formats for print media include audio, large font print, electronic files, internet information, Braille.

2. Fonts

- A. Brochure fonts have to be easy to read and may have either simple, clean serifs or be sans serif.

Serifs are short, usually straight, lines angled to the upper or lower ends of the main strokes of a letter, a bit like little feet. Common fonts with serifs include Bookman, Garamond, New Century Schoolbook, and Times Roman. **Serif fonts are NOT to be used for large font format materials.**

Sans serif fonts (“sans” is French for “without”) lack these little feet but may use curved lines on letters like t and l or a, g and y to lead the eye along and sometimes to help distinguish t from + and l from uppercase i. These are NOT serifs. Some sans serif fonts include Arial, Century Gothic, Helvetica, Optima, Tiresias and Trebuchet.

- B. Minimum type font size for brochure text is 12-point for many font families. Some fonts which do **not** meet the Department's standard at 12-point size are shown below. These fonts will meet ADA standards at 13-point size.

Fonts that meet Department standards at 12-point

Arial	abcdefghijklmnopqrstuvwxy
Helvetica	abcdefghijklmnopqrstuvwxy
Comic Sans	abcdefghijklmnopqrstuvwxy
Trebuchet	abcdefghijklmnopqrstuvwxy

Fonts that are too small at 12-point (use 13-point minimum)

Garamond	abcdefghijklmnopqrstuvwxy
Times Roman	abcdefghijklmnopqrstuvwxy
Twentieth Century MT	abcdefghijklmnopqrstuvwxy
Gill Sans MT	abcdefghijklmnopqrstuvwxy

A.

How to test if a font meets Department publication standards:

1. Type out the alphabet for your proposed font in 12-pt. lower case, as follows:
abcdefghijklmnopqrstuvwxy
2. Print the font at the desired scale and measure the line length.
3. If a-z line length clearly **exceeds** 2 inches, the font is acceptable.

- C. Italics are harder to read than upright fonts for persons with low vision and must not be used. For titles, foreign terms or short quotes, consider using quotation marks or boldface or an alternate font. If space permits, you may use italics as long as you also provide an upright version of the italicized text.
- D. Highly decorative fonts, condensed fonts, wide fonts, or fonts with very thick or very thin strokes, or a mix of both thick and thin strokes, must not be used.
- E. Using upper and lower case letters (typical sentence style) helps the eye read smoothly. Avoid using all upper or all lowercase text. Short titles and headings may be excepted.

3. Layout

- A. Straight lines of text are generally easiest to read. Curved lines and word art should be avoided.
- B. Left justified and ragged right margins are preferred unless full justification can be done without distracting blank spaces between words.
- C. Indents should be a standard size. Left indents that force the eye to find a new starting point for each line (such as centered text with very different line lengths, or text wrapped around objects) should be avoided or extremely rare.

4. Contrast

- A. To enhance readability, very dark print or graphics should be used on a light background. Small areas of reversed text (light text on dark background) may be approved as needed. The difference in contrast between font and background should be at least 70 percent. The following chart shows shades of gray from 0 percent gray (black) to 100 percent gray (white) by 10 percent increments. Surrounding areas are 50 percent gray.



- B. Background prints, photographs, or patterns placed behind text may be distracting or lessen contrast and should be avoided.

Using the Grayscale Chart

1. Print and fold this page so you can place the chart adjacent to your publication. Find the gray tones equivalent to your text color and background color. It is sometimes easier to begin by comparing the colors to the mid-ranges and then finding which side of the middle each color is on.
2. Subtract the percentage for the darker color from the percentage for the lighter color to assess whether there is at least 70 percent contrast (difference) between colors. White and black have a 100 percent contrast in theory. This light gray box fill and black text have about a 90 percent contrast.
3. Please note that bigger blocks of color (e.g., larger fonts and boldface fonts) “read” or appear darker than smaller and normal fonts. Using darker hues for smaller fonts to enhance their apparent contrast is suggested, when possible.

5. Color combinations

- A. Some color combinations are especially difficult for persons who have color perception deficits. Inability to distinguish between reds and greens may be the most common form of color deficit.
- B. Red or green text (or symbols) must not be contrasted with green or red background colors, nor should recognition of either one of these colors (“Green fonts symbolize spring flowers,” for example) be a sole identifying factor.

6. Large Print Material (An Alternate Format)

- A. Upon request, printed park visitor information must be provided in large print format in a timely manner. Electronic or print versions may suffice, as the requestor wishes.
- B. Large print materials must be in 18-point size and sans serif style font.

7. Map Fonts Exception

- A. In order to be hand held comfortably and to include large amounts of land in detail, park maps often use many small fonts. When cartographers create new maps for Department publications, staff shall recommend that 12-point minimums are used where possible for significant park features, where programs occur. For all park features, at least the map font minimums described below shall apply. Small campground or trail maps created by park staff must also meet or exceed these recommendations and minimums. Otherwise, maps may be viewed with magnifiers or online.
- B. Fonts used to label park features must be at least an 8-point size. Where space permits, larger font sizes are recommended. Non-critical geographic features may be labeled, but fonts used for them don't absolutely have to meet minimums.

Examples of significant park features for which labels are preferred to be 12-point, but must at least be 8-point fonts include: Big Lodge Visitor Center, Park Entry, Campfire Center, Big Trees Campground, Pretty Nice Trail, etc.

Labels for geographic features such as Ponderosa Reservoir, Mt. Hope, Fair River, Pine Creek, Mucky Marsh, etc., that may be in or near enough to a park to be shown on the map but that are not locations where park programs—such as trails, picnicking, or camping—occur do not require the 8-point font minimums.

8. Language

- A. Publications must be easy to read and must not use slang or jargon.
- B. Text and captions must be clear and concise.

9. For more information.

- A. Smithsonian Institution Checklist for Printed Publications
<http://www.si.edu> (Search within site for <publication accessibility guidelines>. They are part of the appendix to their Accessible Exhibition Guidelines.)
- B. Lighthouse International
<http://www.lighthouse.org/> (Search within site for <accessibility>.)
- C. National Center on Accessibility
<http://www.ncaonline.org>

Resource Directory

The organizations and companies listed below are included for informational purposes only. California State Parks does not endorse the products of any of these companies. This listing is intended to be used in conjunction with the companies and organizations included in the State Price Schedule, for which information is included following this section.

Government Agencies

California State Independent Living Council
1600 K St, Ste 100
Sacramento CA 95814
(916) 445-0142 (voice)
(916) 445-5627 (TTY)
(916) 445-5973 (fax)
www.calsilc.org

Equal Employment Opportunity Commission
1801 L St NW
Washington DC 20507
(800) 669-4000 (voice)
(800) 669-6820 (TTY)
www.eeoc.gov

U.S. Department of Justice
950 Pennsylvania Ave NW
Civil Rights Division
Disability Rights Section - NYAV
Washington DC 20530
(800) 514-0301 (voice)
(800) 514 0380 (TTY)
(202) 307-1198 (fax)
www.ada.gov

Advocacy and Assistance Organizations

General

International Center for Disability Information
Barron Drive, PO Box 1004
Institute WV 25112-1004
(304) 766-2680 (voice)
(304) 766-2680 (TTY)
Director@icdi.wvu.edu
www.icdi.wvu.edu/others.htm

Mainstream, Inc.
PO Box 47054
Topeka KS 66647
(800) 582-1428 or (785) 266-6422 (voice)
(785) 266-2113 (fax)
www.mainstreaminc.net
mainstrm@inlandnet.net

National Center on Accessibility
2805 E 10th St, Ste 190
Bloomington IN 47408-2698
(812) 856-4422 (voice)
(812) 856-4421 (TTY)
(812) 856-4480 (FAX)
www.indiana.edu/~nca
nca@indiana.edu

Hearing Impairments

Center on Deafness-Inland Empire
7344 Magnolia Ave, Ste 140
Riverside CA 92504
(909) 359-5200 (voice and TTY)
(909) 359-5112 (fax)
Lifesigns: (909) 359-5297 (voice or TTY)
www.codie.org

Deaf Community Services of San Diego, Inc.
3930 4th Ave, Ste 300
San Diego CA 92103
(619) 398-2441 (voice)
(619) 398-2440 (TTY)
(619) 398-2444 (fax)
www.cdsofsd.org
info@cdsofsd.org

Deaf Counseling, Advocacy and Referral
Agency (DCARA)
14895 E 14th St, Ste 200
San Leandro CA 94578
(877) 322-7288 (voice)
(877) 322-7299 (TTY)
(510) 483-1790 (fax)
www.dcara.org

Helen Keller National Center for Deaf-Blind
Youths and Adults
111 Middle Neck Rd
Sands Point, NY 11050
(516) 944-8900 (voice)
(516) 944-8637 (TTY)
(516) 944-7302 (fax)
www.helenkeller.org/national

Laurent Clerc National Deaf Education
Center
Gallaudet University
800 Florida Ave NE
Washington DC 20002
(202) 651-5031 (voice/TTY)
(202) 651-5051 (fax)
clerccenter.gallaudet.edu

National Association for the Deaf (NAD)
814 Thayer Ave
Silver Spring MD 20910
(301) 587-1788 (voice)
(301) 587-1789 (TTY)
(301) 587-1791 (fax)
www.nad.org
NADinfo@nad.org

Self-Help for Hard of Hearing People (SHHH)
7910 Woodmont Ave, Ste 1200
Bethesda MD 20814
(301) 657-2248 (voice)
(301) 657-2249 (TTY)
(301) 913-9413 (fax)
www.shhh.org
national@shhh.org

Learning Disabilities

Learning Disabilities Association of America
4156 Library Rd
Pittsburgh PA 15234-1349
(412) 341-1515 (voice)
(412) 344-0224 (fax)
www.ldanatl.org
info@ldaamerica.org

Learning Disabilities Association of
California
PO Box 601067
Sacramento CA 95860
(866) 532-6322 or (916) 725-7881 (voice)
(916) 725-8786 (fax)
www.ldaca.org

National Center for Learning Disabilities
381 Park Ave S, Ste 1401
New York NY 10016
(888) 575-7373 or (212) 545-7510 (voice)
(212) 545-9665 (fax)
www.nclld.org

Mental Retardation

The Arc (Association for Retarded Citizens)
Governmental Affairs Office
1010 Wayne Ave, Ste 650
Silver Spring MD 20910
(310) 565-3842 (voice)
(310) 565-3843 (fax)
www.thearc.org

California Association for the Retarded
2000 O St, Ste 250
Sacramento CA 95818
(916) 498-1635 (voice)
(916) 498-1385 (fax)
www.carforchoice.org

Mobility Impairments

Arthritis Foundation
PO Box 7669
Atlanta GA 30357-0669
(800) 283-7800 (voice)
www.arthritis.org

Epilepsy Foundation of America
4351 Garden City Dr
Landover MD 20785
(800) 332-1000 (voice only)
www.epilepsyfoundation.org

Muscular Dystrophy Association, Inc.
3300 E Sunrise Dr
Tucson AZ 85718
(800) 572-1717
www.mdausa.org

National Association of the Physically
Handicapped
1375 Dewitt Dr
Akron OH 44313
(800) 743-5008 (voice)
www.naph.net

National Easter Seals Society
230 W Monroe St, Ste 1800
Chicago IL 60606
(312) 726-6200 or (800) 221-6827 (voice)
(312) 726-4258 (TTY)
(312) 726-1494 (fax)
www.easter-seals.org

National Multiple Sclerosis Society
733 3rd Ave
New York NY 10017
(800) 344-4867
www.nationalmssociety.org

United Cerebral Palsy
1660 L St, Ste 700
Washington DC 20036
(202) 776-0406 (voice)
(800) 872-5827 (voice)
(202) 973-7197 (TTY)
(202) 776-0414 (fax)
www.ucp.org

Vision Impairments

American Council of the Blind, Inc.
1155 15th St NW, Ste 1004
Washington DC 20005
(800) 424-8666 (voice)
(202) 467-5085 (fax)
www.acb.org
info@acb.org

Associated Services for the Blind
919 Walnut St
Philadelphia PA 19107
(215) 627-0600 (voice)
(215) 922-0692 (fax)
www.asb.org
asbinfo@asb.org
(also has a Braille press)

Helen Keller National Center for Deaf-Blind
Youths and Adults
111 Middle Neck Rd
Sands Point NY 11050
(516) 944-8900 (voice)
(516) 944-8637 (TTY)
(516) 944-7302 (fax)
www.helenkeller.org/national

Lighthouse International
111 E 59th St
New York NY 10022-1202
(800) 829-0500 or (212) 821-9200 (voice)
(212) 821-9713 (TTY)
www.lighthouse.org
info@lighthouse.org

The Metropolitan Washington Ear, Inc.
Audio Description, Inc.
35 University Blvd E
Silver Spring MD 20901
(301) 681-6636 (voice)
(301) 681-5227 (fax)
www.washear.org
information@washear.org

National Federation of the Blind
1800 Johnson St
Baltimore MD 21230
(410) 659-9314 (voice)
(410) 685-5653 (fax)
www.nfb.org
nfb@nfb.org

Older Adults

National Council on the Aging, Inc.
300 D St SW, Ste 801
Washington DC 20024
(202) 479-1200 (voice)
(202) 479-6674 (TTY)
(202) 479-0735 (fax)
www.ncoa.org
info@ncoa.org

Product and Service Suppliers

Assistive Listening Systems

Associated Sound
1417 Del Paso Blvd
Sacramento CA 95815
(916) 649-8040 (voice)
(916) 649-0243 (fax)
www.associatedsound.com

Auditory Instruments, Inc.
17740 Samson Ln
Huntington Beach CA 92647
(714) 847-8445

Centrum Sound
572 LaConner Dr
Sunnyvale CA 94087
(408) 736-6500 (voice)
(408) 736-6552
www.centrumsound.com
centrumweb@aol.com

Nady Systems
6701 Shellmound St
Emeryville CA 94608
(510) 652-2411 (voice)
(510) 652-5075 (fax)
www.nadywireless.com
ussales@nady.com

Phonic Ear, Inc.
3880 Cypress Drive
Petaluma CA 94954
(800) 227-0735 (voice)
www.phonicear.com
customerservice@phonicear.com
(Company can refer you to a retailer in your area.)

TELEX Communications, Inc.
1200 Portland Ave S
Burnsville MN 55337
(952) 884-4051 (voice)
(952) 884-0043 (fax)
www.telex.com
info@telex.com
(Company can refer you to a retailer in your area.)

Captioning

National Captioning Institute (NCI)
1900 Gallows Rd, Ste 3000
Vienna VA 22182
(703) 917-7600 (voice and TTY)
(703) 917-9853 (fax)
www.ncicap.org
or
303 N Glenoaks Blvd, Ste 200
Burbank CA 91502
(818) 238-0068 (voice and TTY)
(818) 238-4266 (fax)

Sign Language or Oral Interpreters

Registry of Interpreters for the Deaf, Inc.
333 Commerce St
Alexandria VA 22314
(703) 838-0030 (voice)
(703) 838-0459 (TTY)
(703) 838-0454 (fax)
www.rid.org
info@rid.org

Vista Group International
17 Washington St, Ste 300
Norwalk CT 06854
(203) 852-5557 (voice)
(203) 852-5559 (fax)
www.vistagroupinternational.com
info@vistagroupinternational.com
(Soundstik® systems, audio subtitles, multi-
language audio tours)

TTYs

Telecommunications for the Deaf, Inc.
8630 Fenton St, Ste 604
Silver Spring MD 20910-3803
(301) 589-3786 (voice)
(301) 589-3006 (TTY)
(301) 589-3797 (fax)
www.tdi-online-org
info@tdi-online.org

Barrier-Free Walkways

Superdeck
7753 Beech St NE
Minneapolis MN 55432
(800) 355-4093
www.superdecksystems.com
info@superdecksystems.com

Audio Tours

Antenna Audio, Inc.
P.O. Box 176
Sausalito CA 94966
(415) 332-4862 (voice)
(415) 332-4870 (fax)
www.antennaaudio.com
inquiry@antennaaudio.com



Department of General Services
Procurement Division
707 3rd Street, 2nd Floor
P. O. Box 989054
West Sacramento, CA 95798-9054

STATE OF CALIFORNIA

STATE PRICE SCHEDULE

STATE PRICE SCHEDULES ARE GUARANTEED PRICE LISTS BY SUPPLIERS. AN AGENCY IS NOT REQUIRED TO PURCHASE FROM A STATE PRICE SCHEDULE IF LIKE ITEMS AND BRANDS ARE AVAILABLE ELSEWHERE AT A LOWER PRICE. SHOULD YOU REQUIRE A LARGE QUANTITY OF AN ITEM LISTED ON AN SPS, IT MAY BE TO YOUR ADVANTAGE TO SUBMIT AN ESTIMATE FOR PURCHASE ON A COMPETITIVE BASIS.

THIS PRICE SCHEDULE SHALL NOT BE CONSTRUED AS A COMMITMENT TO PURCHASE ANY OR ALL OF OUR REQUIREMENTS FROM THE FIRM LISTED ON THE PRICE SCHEDULE. IT MERELY INDICATES THAT THE SUPPLIER WILL ACCEPT ANY ORDERS STATE AGENCIES MAY PLACE WITH THE FIRM IN ACCORDANCE WITH THE TERMS OF THIS STATE PRICE SCHEDULE.

PRODUCT	Adaptive Equipment and Services for Persons with Disabilities
SPS NO.	2-02-99-01

EFFECTIVE: 01-01-2002 until terminated
VENDOR: Various
SMC CLASS: None
DISTRIBUTION CODE: Q-1 and Statewide Departmental List
SUPERSEDES SPS: 2-00-99-01

To obtain assistance or report non-compliance by Supplier, call or write: Department of General Services, Procurement Division, 707 3rd Street, 2nd Floor, P. O. Box 989054, West Sacramento, California 95798-9054, or call Sharon DuBose, (916) 375-4463, CALNET 480-4463, Fax (916) 375-4522, E-mail: sharon.dubose@dgs.ca.gov.

This State Price Schedule is available on
the DGS Procurement Division Internet web page:

<http://www.pd.dgs.ca.gov/pricesched/adaptive>

TAX: Sales & Use: Plus

MAXIMUM ORDER: \$ 25,000 excluding applicable taxes.

ORDERING PROCEDURE: An order for Adaptive products may be placed with any of the suppliers listed in the attachments. Orders may not exceed \$25,000. Orders should be submitted on a Contract/Delegation Purchase Order (Form Std. 65). Show this State Price Schedule (SPS) number on each order.

NOTE: A copy of each Std. Form 65 must be submitted to the Department of General Services, Procurement Division, Data Entry Unit, 707 3rd Street, 2nd Floor, P. O. Box 989054, West Sacramento, CA 95798-9054.

SCOPE: The goal of this SPS is to promote the timely delivery of adaptive equipment and services so that state employees with disabilities or clients of the California Department of Rehabilitation can gain the benefits of reasonable accommodations in a prompt manner. This SPS is also designed to make use of qualified vendors who provide the very specialized products and services designed for persons with disabilities.

This SPS does not require the use of formal written bids. An order can be placed directly with any vendor on the list which is included with this SPS. It is not necessary to obtain more than one price quote, and telephone bids, with standard documentation, are acceptable. However, state purchases should be done with adequate knowledge of the fairness of the price. Therefore, those making purchases under this SPS are strongly encouraged to research available resources, such as those contained in the vendor list, in order to obtain quality products and services at a fair price.

Purchases of "turnkey" systems can be made under this SPS if desired, so that evaluation, hardware, software, installation, and training can be included in a single order. It is specifically recognized that purchase of a computer on which adaptive equipment and/or software will be installed can be purchased as part of the package from a single vendor. However, purchases of turnkey systems is not required if making purchases of individual components from separate vendors can be done without adversely affecting the timeliness and quality of the final outcome.

Individual products or services may also be purchased such as evaluation/consultation on what adaptive equipment/services may be appropriate. Training on the use of adaptive equipment may also be purchased separately. Service or repair of adaptive equipment, including a turnkey system, may be purchased under this SPS. Interpretive services for people who are deaf or hard of hearing may be purchased under this SPS.

**AGENCY
REPORTING
REQUIREMENTS:**

Effective January 1, 2001, ordering agencies must report specific information on independent sole proprietor contractors to the Employment Development Department (EDD) as required by Senate Bill 542. The law requires state agencies to report on contractors who receive compensation for services performed, or who enter into a contract for services for which compensation to be paid, in the aggregate, will total \$600 or more. It requires all payments for services in the amount of \$600 or more to sole proprietors to be reported to EDD within 20 days of payment. If a series of transactions less than \$600 each, to the same contractor, total \$600 or more in a given year, it must also be reported.

This reporting requirement applies to those purchase orders placed against this State Price Schedule which have a service component included.

For more information regarding this requirement, please visit the EDD web site at www.edd.ca.gov. For assistance in reporting to EDD, please call 916/657-0529, the EDD Tax Branch, Accounts Services Group.

CONTACT PERSON:

Inquiries regarding this SPS or requests for additions or changes to attached listings should be directed to Timothy Ford at (voice) 916-654-0263, (fax) 916-657-3017.

IMPORTANT NOTICE TO STATE AGENCIES REGARDING DRUG-FREE WORKPLACE CERTIFICATION:

The Drug-Free Certification was not obtained from the vendors and therefore each agency placing orders against this State Price Schedule will be required to have vendors submit a Drug-Free Workplace Certification to them.

FOR 810 REPORTING PURPOSES, VENDOR IS IDENTIFIED AS: Large Business

JANICE KING, MANAGER
ACQUISITIONS BRANCH

References

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- American Association of Museums. *Everyone's Welcome: The Americans with Disabilities Act and Museums*. Washington, DC: American Association of Museums, 1998.
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- Gibbens, Michael. *Americans with Disabilities Act Compliance Handbook*. Fairfax: CEEM Information Services, 1993.
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Groff, Gerda with Laura Gardner. *What Museum Guides Need to Know: Access for Blind and Visually Impaired Visitors*. New York: American Foundation for the Blind, 1989.

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Harwell, Joan M. *Complete Learning Disabilities Handbook*. Englewood Cliffs: The Center for Applied Research in Education, 1989.

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State of California, Department of General Services, Division of the State Architect. *California Access Compliance Reference Manual: A Resource of Access Requirements*. Sacramento: Division of the State Architect, 2003.

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Treiglaff, Michael. *Brookfield Zoo: Disabilities Information*. Chicago: Chicago Zoological Society.

Umbreet, John. *Physical Disabilities and Health Impairments: An Introduction*. Columbus: Charles E. Merrill Publishing Company, 1983.

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U.S. Department of Justice, Civil Rights Division. *Title II Technical Assistance Manual, with Yearly Supplements*. Washington, DC: U.S. Department of Justice, 1993.

Other Resources

Alta California Regional Center. *Consumer Guide: A Program for People with Developmental Disabilities*. Sacramento: Alta California Regional Center, 1993.

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Parks Accessibility Guidelines

As stated its introduction, the California State Parks Accessibility Guidelines “embody a compilation of accessibility standards, recommendation and regulations for compliance with accessibility laws. . . . Many sections relate to the physical environment and serve as a resource for planners, designers, contractors and maintenance staff. There are also sections that apply to programs and presentations that service to inform rangers, interpreters and volunteers. . . . The Guidelines are the primary tool provided by the California State Parks Accessibility Program to accomplish its mission of providing guidance in creating universal access to California State Parks.”

The Parks Accessibility Guidelines (which in a former iteration were titled “Access to Parks Guidelines”) went through a major revision in 2006 and will continue to be updated as new information is available and new federal and state laws and interpretations of laws are put in place. With that in mind, readers of *All Visitors Welcome* should ensure that they are referencing the most current version of the Guidelines, which can be accessed through the state parks website at www.parks.ca.gov/accessibility.