**Transcript for Don’t Disable Me webinar - February 2022**

AMY: Lots of lovely, prompt people.

 Hi, everyone.

 AMY: Hi, everyone.

 We'll get started in just a minute.

 Just wait for everyone to come on.

 Someone is saying we don't have

captions enabled.

 Has anyone has a chance to look at that.

 No CC button showing.

 ALEX: I can see subtitles.

 I don't know whether anyone else can.

 I just had to turn "live transcript"

on.

 But I have no ideas whether I just did

it for me or Universally.

 AMY: It has just come on okay.

 Maybe you solved it, Alex.

 Most people seem to be okay.

 If anyone struggles give us a shout.

 ALEX: I just need to get rid of the

puppy.

 Just hold on.

 AMY: Okay.

 Lizi: Okay, let's get going.

 Welcome everybody.

 So, if I could have the next slide please.

 We'll just go through a few bits of

housekeeping with you.

 We do have live captions today from

MyClearText.

 So you can turn them on using the "CC

button.

" Option.

 We also have BSL interpreters with us

today, so Karen and Carol.

 They will be spotlighted for you

during the session.

 There are also additional captions

available at https://www.streamtext.net/player?event=AbilityNet.

 The slides are available at slideshare.Net-AbilityNet.

 If you have technical issues or need

to leave early.

 Don't worry, you will receive an

E-mail in a couple days’ time with the recording, the transcript and the

slides for you to catch up on.

 Depending on how you join the webinar.

 You will find a Q&A window.

 If you want to ask the panel any

questions.

 Just drop those in the Q&A and those

will be addressed if there's anything we don't get to.

 We will do a follow-up blog on the web

sites and we're using Slido today for Q&A as well.

 There is a QR code or you can go to

Slido.

com and there is the ID 281 899 for asking any questions.

 We will also have a feed back survey

you will be directed to at the end.

 It invites you to tell us which

featured topics you would like completed in the webinar.

 Please complete that, if you have a

chance now I will hand it over to Amy.

 AMY: Thanks.

 Lizi.

 My name is Amy Low.

 I am the service Director for AbilityNet I'm a

blond lady in my mid 40s wearing a blue top today. Just before we get started I just

wanted to tell you a little bit with AbilityNet.

 We're a technology charity.

 Our vision is a digital world

accessible to all.

 We work towards this vision via a

range of activities.

 We support individuals to harness

technology to achieve their objectives at work, in education and in

day-to-day life.

 We provide consultancy and training to

organisations across all sectors on how to create an inclusive, accessible

experience for colleagues and customers.

 We've got loads of useful on-line

resources, and a busy coms team that products blogs, events and webinars,

like the one we're doing today.

 Thank you so much for everyone coming

along today.

 We have really been looking forward to

this session.

 Two of the comments that we often

Hear from organisations that come to us for support is we don't know what we

don't know.

 And also, we are worried about getting

it wrong.

 Today's webinar is all about the

importance and value of engaging with lived experience, when you're learning

about accessibility and inclusion.

 Really today will be a bit of a taster

of our upcoming Lived Experience Training series called quarterback

don't disable me, vision, hearing, mental health neurodiversity.

 Digital accessibility and disability

and inclusion can feel quite complicated.

 As we'll be discussing today, when you

start coming at it from a perspective of personal experience, things start

to fall into place.

 That brings me on to my own, personal

learning story.

 When I say I'm going to tell you my

story, it is maybe a little bit of a secret.

 So, please don't tell anyone.

 But when I started at AbilityNet, I

struggled to get my head around digital accessibility.

 It must be just over six year ago now.

 It was the start of a really, steep

learning curve in my professional life.

 I don't think I really even

realised it then, but I was joining an organisation that was deceptively

small, but really complex in the services and activities that we provide.

 The one thing that stood out for me

right from the start was the huge opportunity to make a positive impact.

 But when you're trying to engage the

widest audience, I needed to be able to simplify the messaging, to help

people understand and listen.

 But it was complicated.

 So I set about trying to work out what

was what.

 And how it all fitted together.

 There were web sites and applications.

 I knew a bit about these. Assistive technologies.

 These were a bit more mysterious.

 There were disabled people, and assist

telephone technology users, but neither of these were necessarily

linked or mute mutually exclusive and my knowledge and understanding was

pretty basic .

 There were models of disability.

 Some were bad, some why good.

 And everyone seemed to know which and

why.

 AMY: You're not on mute, Alex.

 There were barriers, many of which I

was completely unaware.

 There were recommendations and

solutions to overcome or remove barriers.

 Many of which I was completely unaware of too.

 And sometimes, when you remove

barriers, new barriers were caused by those recommendations to remove

barriers.

 Which again, came as a bit of a surprise.

 There were accessible web sites that

had really poor usability, which was confusing and web sites, which seemed

really usable, but under closer usable weren't fully accessible, and that was

confusing there.

 Was quite a lot of debate in the sector about what was an accessibility issue over a useability issue and vice

versa, which was equally confusing and sometimes it seemed like a bit of a

red herring too.

 Part of muffled a surge of imposture

syndrome.

 As in what am I doing here?

 I shouldn't be here.

 Someone else should be doing this that

can understand what it all means.

 And take that message forward to make

the improvements, undoubtedly needed.

 But the other part of me said, I know

about people.

 I know about technology.

 I know about how people want to use

technology.

 And how Transformational it can be

when everyone has equal access.

 I can get my head around the rest of

this.

 I just need to come at it in a

slightly different way.

 So I remembered that I once had a

boss, who used to say, explain it to me like I'm three years old."

" When he needed to understand something

really quickly.

 So I thought this might help met get

there.

 It is an interesting approach.

 After an initial funny look, this

naturally led to people giving me stories to help me understand.

 Some of the example stories that I

heard included.

 This is story one, there was once a

speaker who attended an accessibility event to showcase their product.

 The event was attended by a number of

people, who were blind.

 The speaker put on a video that was

about disability inclusion.

 However, the video format had no talk

track.

 There was no audio description.

 Which left the non-sighted audience

members at a complete loss, as to what was going on.

 From their perspective, there was just

some music playing and nothing else.

 At the end there was an awkward

murmuring.

 The impact of the presentation was lost.

 The credibility the of the speaker

and the product was somewhat compromised and a good proportion of

the audience was completely excluded.

 The end.

 Story number two.

Once upon a time in a land not far

away there was a keyboard only user, who was trying to buy a ticket to a festival.

 They were very excited, as they

managed to get into the booking screen quite quickly.

 They entered their details as quickly

as they could, because there's a time limit by the tickets.

 And at the very, last step there was a

keyboard trap, which meant that by the time that they managed to get the darn

thing to work, the basket had timed out and the tickets had sold out.

 They didn't attend the festival.

 The end.

So stories like this really helped

to make sense of why we all need to prioritise accessibility and

disability inclusion in our work, and in wider life.

 Because these sorts of stories have

never forgotten and I've retold to other people, just like I'm telling you now.

 And I think what's really important

about it is you see the lightbulb go on and people get why accessibility isn't

just to do with standards, and compliance.

 But it is really something that

effects people.

 Now, retelling stories is one thing.

 But they still don't beat first hand.

 So I would like to welcome all of our panel.

 Hi, Alex, Adam, and Rina.

 ALEX: I'll go first.

 Thanks for inviting me along Amy.

 My name is Alex Barker.

 I'm 49 and I work for AbilityNet for

quite a long time.

 Ever since I didn't have grey hair.

 I work now as a Disability Consultant.

 I've got a disability.

 I don't have all of the fingers on my hands I have a paralyzed face

I have odd-shaped feet, but I need to work.

 I need to work.

 I need to do things to get money,

because I have a mortgage, I have a wife.

 And I have a little puppy, which you

might have heard earlier, so I'm really sorry.

 AMY: That's all right.

 ALEX: Sometimes I find that things

that should be simple, aren't simple, because people put barriers up.

 I can say some of my experiences in practice.

 AMY: Brilliant.

 Welcome Alex.

 Thank you so much for coming.

 Rina. Would you like to introduce yourself,.

 RINA: I'm Rina.

 I'm in my mid 20s and have worked for

AbilityNet for two and a half years.

 I work as an accessibility and

usability consultant testing apps and web sites against some accessibility

guidelines.

 I have autism, dyslexia.

 Mental health difficult and chronic

pain and fatigue, but I mainly put my perspective forward from kind of newer

neurodiversity and autism point of view.

 AMY: Thank you for coming today and last but not least Adam.

 ADAM: I'm Innovation Consultant for

Education and Workplace, Adam Tweed what you call a pale, sale male.

 In my mid 40s.

 I have very little hair, but a little

stubble on my head and face.

 I will talk largely around mental

health I have a background in psychology.

 I have a history of kind of mental

health difficulties.

 I've recently been diagnosed with

Generalized Anxiety Disorder.

 AMY: Welcome Adam and thanks to

everyone for joining today.

 So we're going to talk around a few

questions or topics.

 And you know, we've got the Slido and

the Q&A going, so if people want to drop in with questions or comments or

perhaps sharing their own experiences, as we go through.

 Please do feel free to get involved in

the discussion.

 So, let's kick off I talked about

barriers earlier on.

 You know it is a word that comes up

all the time in our day-to-day work, isn't it.

 Let's talk about barriers at work and

in education.

 What are the things that get in the

way sometimes that perhaps needn't if people had better visibility and

understanding of?

 Can we go to you first on this one

Rina.

 RINA: Some of the things I find are

particularly in the way, if people don't quite understand differences in

people.

 One of them is assuming that I work in

the same way as others.

 I can't work in the same way as anyone else can.

 Yet everyone is individual in that sense.

 Things like I need regular breaks.

 If I don't get them, then I can find

myself getting bogged down, losing focus.

 If I get them, I can work really

quickly and efficiently.

 Also things like instructions

So I've had instances in workplaces before where someone said, oh, can "

you go do this"?

 Great,.

 Never done that before, so what am

I supposed to be doing here.

 I have not seen it before? A.

 Have even less ideas about what I'm going to be doing.

 And I can't do it then.

 But getting that additional kind of

detail in the instructions of what people want me to do just means that I

can get on with it, and not waste time, if that makes sense.

 AMY: Yeah.

 RINA: Also around kind of you know

I'm very good at masking, which is where you--

It tends to be used in the autism community to mean you kind of hide

your kind of autistic traits and try to appear as neurotypical non-autistic

as you can.

 I'm very good at doing that, until

everything is way, too much.

 Then I can't do it at all.

 So I look absolutely fine and then 30

seconds later? A.

 Could be in a ball crying on the floor.

 Kind of assuming if I look fine I am

fine.

 AMY: Saying can you give me the

details of the instruction.

 It is beyond that

Actually having decent, detailed instructions never not going to help

someone either, is it?

 So I think we're all terrible at

these, sort of vague inferences.

 Saying it is a bit cold and expecting

someone to shut the window.

 Where as a bit of direct, and specific

vice is definitely needed.

 RINA: Exactly, yeah.

 AMY: How about you, Adam?

 ADAM: I think again for me it is the

assumptions.

 Just because I might be uncomfortable

doing something, doesn't mean that I can't do it or won't do it.

 Sometimes it is a bit of a nudge just

to get me to kind of-- To say we need you to do this.

 I recognise it is part of my job.

 I don't want people pandering to the

fact that I'm experiencing elevated anxiety.

 That sort of thing.

 I don't want that to be what defines

me and what I can do.

 And also around the kind of

assumptions that when I'm feeling quite confident, then maybe physically I'm

not showing it.

 So you can probably tell my voice is

starting to waiver a little bit, because I'm trying to think and talk

at the same time and all of that sort of thing.

 That doesn't mean to say that I'm

particularly uncomfortable doing this.

 I like talking about this sort of

thing, but sometimes my kind of physical logical processes get in the

way.

 I can find myself focusing too much on

that and worrying how I'm coming across, as opposed to getting across

the points I want to make.

 And the other thing, I think more

recently with this recent diagnosis, as I said, I've had a history of kind of

difficulties with mental health, particularly around what I refer to as

manic depressive, but we'll go into that a little bit later on, I know.

 I'm trying now to be a little more

honest about how I'm feeling.

 So it is easy as Reina was saying

about masking for someone with a mental health condition.

 I'm trying to be more honest with line

management how I am actually feeling.

 I don't want it to define what I can

or be can't do.

 Just a flag I'm a bit low or having

difficulties a little stressed.

 If I'm snapping, by all means call me

on it.

 Just know there's a reason that I'm

doing it.

 AMY: That make real sense.

 I think the more, going back to what

Rina said and yourself.

 The more energy that’s being put into

masking this stuff, the greater the impact even though it is a sort of a

cycle, isn't it really.

 How about you, lex?

 Alex?

 ALEX: Sometimes if you have a

disability you have to put more effort into and trying to get your point

across or trying to make people understand.

 For example, my face does not work.

 I have one, fixed expression whether

I'm happy or whether I'm sad or whether just really, really sleepy.

 My face is characterized as being a

mask.

 I often feel I'm behind a mask .

 What I would say is that, especially

when you're meeting new people for the first time.

 It is really hard to eyes because they

all smile.

 They would expect you to smile back

And when you just look blank, they'll go, he's a bit standoffish, isn't he?

 He's not very nice to talk to.

 Maybe isn't understood what is said.

 I'm quite open in explaining to people

what my disability is.

 Where my strengths lies.

 Where my weaknesses are, because I

think it is important that I want to be treated like everybody else.

 I don't want to be made a special case.

 I don't think anyone with a disability

wants charity.

 We just want a level playing field.

 AMY: That makes sense, definitely.

 Actually I remember you saying to me,

how the Advent of the emojis has been really fantastic for you.

 ALEX: Yeah.

 When I'm happy or when my wife and I

are sending messages to each of us, actually my wife has the same, rare

condition as I have.

 We got married in the States a--

Three years ago actually.

 I'm always using emojis to show

people how I feel, because I think they get the point across, don't they.

 AMY: Definitely.

 I think Rina it came up in a

conversation with us as well How helpful emojis are.

 Particularly for yourself.

 You know even before the pandemic

working remotely.

 To be able to gauge you know, what

people were people's intentions with written communication.

 RINA: Yeah

I tend to struggle a lot with kind of facial expressions and body language.

 But also kind of written intentions.

 And emojis I use them a lot

personally to get my feelings across to someone else.

 To make sure that what I'm writing,

because I know I can be very direct, because of my autism.

 I tend to use them to indicate, yeah

I'm joking.

 Or this is a funny thing or something

like that.

 To make sure that other people get the

same message that I'm sending.

 AMY: Definitely.

 I've been reading a book about digital

communication.

 There's lots in there around

punctuation, emojis and all sorts of things.

 And actually from a if you're working

remotely, and you're trying to maintain good working relationships

with everyone.

 Things like that can just reduce

anxiety levels and build trust, can't they?

 ADAM: I would say the same.

 Having been originally a bit sniffy

about them.

 I rely on emojis all the time now.

 It is quite often as both Alex and

Rina have said.

 To get that emotion across.

 I'm joking.

 I don't have to worry about the fact

that was misunderstood or you can say, I put the "smiley" after it?

 How can you think I wasn't joking?

 That's Universal now.

 AMY: It is true, isn't it?

 It is just sort of slipped into our

lives.

 We would be lost when without them

now, I think.

 I'm just wondering if there's anything

in the Q&A that we ought to be picking up on.

 It is looking quite busy in there.

 Rebecca asked I apologize, I should

have explained what a keyboard trap was, when I was talking about them.

 Some people navigate web sites and so

on, just using the keyboard, because they're unable to use a mouse for one

reason or another.

 And lots of assistive technology also

works off of keyboard shortcuts.

 But a keyboard trap is when a website

has not been designed to work with keyboards.

 And actually your cursor gets stuck

somewhere.

 And for some Devilish reason it often

seems to happen just at the moment, when you want to complete a purchase.

 Or you know--

Isn't it.

 It is controls and buttons seem to be

where it happens.

 Obviously it is very excluding.

 If you don't design your website and

check it for keyboard accessibility, it does often happen.

 Someone has also said can you describe

what a "talk track" ads opposed to "audio description.

" The video I was describing where

people just have almost like a subtitle that's saying what the meaning is to

be conveyed.

 But no one is speaking it.

 And there's just music playing.

 It seems to be a sort of a trend in

marketing videos, doesn't it.

 And if you're visually impaired and

that's happening.

 Then all you can hear is the music.

 If there's no one reading out those

captions, I hope that helps.

 What else did we have?

 Someone is asking.

 This is a really good question,

actually.

How much can I as an employer ask you about what you need to succeed?

 And how to frame that?

 I guess is this worrying about saying

the wrong thing?

 What do people think?

 ALEX: I would much rather you ask me

in the worst language that you can think of, rather than don't ask me.

 I know that--

I know that sounds really, really bad.

 But the point I'm trying to make is.

 I wouldn't mind if someone said, oh-- "

 , I know you've got different hands.

 How can we help you?

 ".

 I wouldn't mind that.

 You're asking.

 And it is okay just to be really,

really-- What's the word.

 AMY: Direct.

 ALEX: Direct or not politically

correct in your language.

 As long as you're asking me.

 That's fabulous.

 It is not asking that's--

That's the wrong thing.

 AMY: Yeah.

 Sorry Rina.

 RINA: I totally shadow that.

 As someone who has a diagnosis of

autism, I'm very up front about my diagnosis.

 And a lot of people think autism, you

can't do this or you can't do that.

 Autism effects each person

individually, first of all.

 But also, how do you know what I can

do and what I can't, if you haven't even asked me.

 Just like Alex said.

 Even if there's nothing--

If you don't know what to say.

 You have absolutely no idea, literally

just asking the question in any words that you can think of is better than

not saying it at all.

 AMY: I think that's so true.

 We were speaking to I think it was

some training that we were having.

 A lady said that she worked in sort of

HR Law dealing with quite a lot of you know tribunal cases and complaints and

so on.

 And actually the main reason that they

got for complaining wasn't people being bullied or picked on.

 Actually they were saying they felt

ignored.

 And that really stayed with me.

 You know that they felt it is a bit of

a buzzword but "othered" and "out from the crowd" sort of thing.

 Someone asking you Rina.

 Do you feel able and empowered to tell

your colleagues when enough is enough and you're experiencing overload?

 RINA: This is one of the things that

I've come to learn to do.

 There were times where I would try to

keep it all to myself.

 I remember I was working at a

supermarket, quite a few years ago, about several years ago.

 I wasn't open with any of the kind of

difficulties or adjustments I needed.

 I ended up having a complete meltdown

at work.

 Crying in the toilet.

 Be nobody knew what was happening.

 Nobody knew what was wrong.

 I think I ended up taking about a

month or two off from work.

 And I've come to the point where I'm

just like, whether you want to hear it or not, you're going to get it.

 For me that’s a really, important part

of who I am.

 I have to be honest with myself.

 If I'm going to sustain full-time

work for any period of time.

 I've got to be honest with the people

that I've working Whether they want it or not.

 AMY: Definitely.

 I think again, in the same way ...

 Taking that very courageous decision

on your part then makes it easy to stick with that, doesn't it?

 It is when you first take that step to

actually say.

 Yeah--

This is how I'm going to communicate.

 It is what it is.

 RINA: It is kind of getting past the

fear if you say something, then you know someone will think you can't,

ever do it.

 Or if you say something then people

will stop giving you work to do or anything like that.

 But I kind of take the view that.

 If I don't say something, I will lose

my job.

 Whether it is through me quitting or

me completely failing to sustain my responsibilities.

 It is kind of being honest.

 And saying you know, okay this is

something that I can't necessarily deal with now.

 But it might be something that I would

be able to do in the future after some practice or shadowing or whatever.

 AMY: On the flip side I hope you

don't mind me saying you have progressed more quickly than any

accessibility Consultant in AbilityNet.

 You have come in and flown so, that

strategy is definitely working out well for AbilityNet.

 RINA: Used to--

Yeah.

 ALEX: I do think managers really

value someone coming to them and saying, look, I have an issue.

 For example, I hate thunderstorms.

 I hate the humidity.

 I hate the thunder.

 It really hurts my ears.

 So I've been quite honest in saying,

"boss, if it is a thunderstorm nearby, I will have my head and I will need to

wander around or whatever.

 I think it stems from having been out "

in the storm in a tent.

 But I've never managed to get over it.

 I know it is irrational.

 But the boss was, "thanks for letting

us know.

" And I think bosses really want you to

be approachable.

 And say, if there's an issue, I want

to know about it.

 AMY: Yeah.

 Definitely.

 Shall we move on to our next--

We really wanted to touch on technology here.

 This is something that we go into in

the training series we're talking about.

 Technology is a real enabler to remove

barriers.

 I just wanted to go around the table

and hear about your single, most impactful, assistive technology or

tech tool that makes a difference to the way you work or learn.

 Shall we start with you, Alex.

 ALEX: This is going back to the 80s,

but as soon as I got a word processer, not a computer, a word processer, I

knew I could get my work done.

 I didn't need to turn in pieces of

work that had to be in writing.

 That's it.

 It is almost I could produce my own

work, I knew that I could put in high-quality work.

 And that was a real game changer.

 AMY: Maying yeah.

aim.

 AMY: Amazing.

 How about you Adam.

 ADAM: For me it is probably to do

lists, just as a way of prioritising work.

 I like particularly Microsoft To Do,

because it links with so many bits and pieces flagged E-mail will go into

that I hate E-mail.

 AMY: Had a bit of a horror this morning, didn't you coming back from holiday with, 450 E-mails.

 Ad that was a little bit of a shock.

 ADAM: Luckily 400 were junk so,

that's okay.

 To do lists and also things from a

mental health perspective, things like focus modes.

 Screen time.

 That sort of thing.

 Anything that allows me to track usage.

 Or that will kind of give me a little

bit of a nudge to stop using a vice or that sort of thing to bring my focus

back into what I need to be doing rather than being distracted by other

things I don't need to be.

 AMY: All of those notifications can

just be up a gear.

 Up a gear.

 How about you Rina?

 RINA: I think my biggest piece of

technology that I don't necessarily use it a lot.

 But it makes the most difference to me

in my ability to work, communicate, and study and all of those different

things.

 It is definitely voice recognition.

 It means that if my dyslexia is

playing up and I can't produce the words through my fingers, through

writing or through kind of typing or whatever.

 I can speak it.

 Or if my autism is playing and up I

can't get the words out in the right order, at least I can get the words out.

 Or if my pain in my hands is playing up, I can control my computer using my

voice.

 While I don't use it every day, I

probably don't even use it every week.

 But it is the one thing that probably

makes the biggest difference.

 AMY: It just frees you, like Alex.

 When he first was able to type,

rather than trying to hand write.

 I think that's a really, good point as

well, Rina you don't have to always use the technology for it to be hugely

impactful when you do need it.

 RINA: Exactly.

 AMY: Okay.

 Let's talk about misconceptions and

assumptions.

 This can be a really, big thing for

everyone in the workplace or place of education.

 To be able to identify and challenge

these.

 What sort of misconceptions do you hit up against?

 How about you, Alex?

 Anything that you've had to deal with

where people are assuming something?

 ALEX: I guess because my face is

paralyzed they don't really know whether eye understood what they have

said.

 When I go into organisations I guess

there's always a misconception on the part that I'm not very happy.

 Or I've come to complain or something like that .

 For a couple of years I've been doing

webinars for AbilityNet.

 I tend to go on camera.

 I can see people take a second--

Like a second look.

 As if to say oh, okay.

 What was wrong with his face?

 What I try to do, is I always try to

inject some humour into the webinar and the presentations because I want to

get my personality over.

 AMY: You do some stand up comedy as

well, be didn't you?

 ALEX: I have in the past.

 AMY: You always keep us laughing, definitely.

 ALEX: I am available for bookings.

 AMY: Exactly.

 The second show available, when you

want it.

 How about yourself, Rina?

 RINA: I mean there's so many that I

can think of.

 Mostly around autism.

 Similarly in interviews you know my

nervousness, my anxiety can stop me from making eye contact.

 People can think I'm not interested,

that I don't really care.

 That's not it.

 My interest is not indicated by

staring into two jelly balls in your head.

 So why does it matter?

 But for some people, it does.

 And it doesn't make any sense to me,

but there you go.

 Another one is literalism.

 It couldn't necessarily mean that I

always take everything that someone says absolutely literally.

 Most of the time I'm able to self

filter.

 What I call my autistic answers get

stopped, before they get to my mouth.

 Isaiah sensible answer.

 Or something like that, but sometimes

I fail.

 One time at the weekend talking about

what will you sell it for.

 Because what are you going to sell it

for.

 I went money.

 No, how much?

You asked what I'm selling it for.

 I'm selling it for money.

 RINA: Then another example is the

opposite way around.

 So I was at one of my friends houses

with a group of friends.

 One of them--

There was a pepperoni pizza left on the table I said does anyone want the

pepperoni.

 One of my friends said yes, please.

 I went to scrape the pepperoni off the

piece of the pizza.

 No I thought you meant the slice of

pizza.

 If I meant the slice I would have said

the slice of pepperoni.

 I don't like pepperoni, but I want

the slice of pizza.

 It is things like that.

 It is just about--

Kind of appreciating it literalism is a thing.

 And kind of just taking that into

account when you communicate with someone.

 The last one, I will shut up in a

minute.

 The last one is, just autism.

 It is like people have a stereotypical

picture of autism.

 I once had so I do my uni exams at

home I had one who came to watch the exam saying oh, you don't look

autistic.

 I stood there and said, what am I

supposed to look like?

 My diagnosis doesn't mean I can't do

something or I should look a particular way.

 It just means I need to do it in a

different way.

 And that kind of assumption that my

diagnosis means that I can or can't do something or should or shouldn't look

a particular way.

 It is just like--

It blows my mind.

 Why?

 There is no need for it.

 AMY: No.

 Totally.

 I don't think you're alone in hearing

that.

 Adam finds some great videos recently

about language.

 It definitely came up.

 You don't look deaf was another one.

What are we supposed to look like?

 AMY: Don't know.

 Adam how about yourself on

misconceptions and assumptions?

 ADAM: I think again T goes back to

what I was saying about the kind of the assumptions that I could or couldn't

do something, because I was anxious about doing it.

 I used to act.

 I used to do amateur dramatic and in

the village panto every year I would get nervous and still perform.

 I think the same is still true.

 I get a little stage fright, but I can

still dozen do these things.

 I think in terms of pressurized

situations as well.

 Some meetings when someone asks me a

direct question that I'm not ready for, I can go blank.

 And the mom I go blank, I have the

voice that tells me.

 Everybody here thinks you shouldn't be

here.

 It is the imposture syndrome you were

talking about.

 If you can't answer that, this you

shouldn't be doing the job.

 They will get rid of you as soon as

you hang up that sort of thing as soon as it starts it is an anxiety spiral

there's no way out effective.

 AMY: The worst thing two seconds

before you probably had something really insightful to say.

 ADAM: Then the camera goes off or the

conversation goes somewhere else, I suddenly think, oh, that's what I "

should have said.

" AMY: That's where the inclusive team

work and inclusive meetings and giving people fair warning a question is

coming or giving people the opportunity to contribute before, after.

 ADAM: I might not feel comfortable

coming off of mute and saying something, but I will type it in the

chat, because it gives me enough time to formulate my thoughts.

 Then I can add to T it is nice to have

that option.

 AMY: Let's just touch on language now.

 It is a really, powerful aspect of the

way disability, differences and health conditions are received.

perceived it is subjective and different terminologies from one

country to another and one person to another.

 I wonder if any of you have any

instances where you can recall, where language has impacted positively or

negatively?

 Rina?

 Have you got any examples?

 RINA: So the big one that comes up

with autism is.

 How you say you have autism.

 I have autism.

 I am autistic.

 I am a person with autism personally

I don't care.

 It is part of me I wouldn't be me

without it, but I'm also more than just autism.

 But the thing is with, I know

particularly in the autistic society, but probably also in kind of the other

collections of people with specific diagnoses.

 They have individual people have ways

that they prefer to be referred to.

 Or whether they want their diagnosis

to be identified that way or something like that.

 The most simple way to get around that

is just ask people .

 Okay, so I need to explain this to

someone else.

 How would you prefer me refer to you

and your diagnosis when I explain it to someone else?

 That might be in a work meeting and

they have to go to your manager has to go to HR.

 That sort of thing.

 AMY: It is communication, isn't it.

 Definitely.

 RINA: And I was once in a workplace

and this is kind of separate.

 But I was once I was doing like a

work placement.

 The manager I reported to in the

diversity and equality newsletter or it was something like that.

 Was congratulated for taking on a

disabled intern.

 I'm like I'm not a burden.

 I'm a person.

 Treat me exactly how you would treat

someone else.

 Even if you just do away with the

disabled part.

 That's fine.

 Nobody needs to be congratulated for

taking me on, because I'm disabled.

 Also I hate the word disabled"" I "

am not disabled.

 I am different.

 I work differently.

 Unfortunately that word has to be used

to get the support that I need.

 It Irks me but it is a fact of life

really.

 AMY: I think it is definitely.

 When we talk to students when we're

doing disabled student allowances-type out reach to let people know about

disabled students allowance.

 A lot of people don't connect with

that at all.

 They're much more aligned with the

condition or a difference or something along those lines.

 But yeah, I guess it is that whole

grouping.

 We're never going to solve it, are we?

 I think the main thing is to just keep

talking about it definitely.

 RINA: And ask people what they want

to be called, I guess.

 You wouldn't go up to someone and say

hi, Jane, before you know their name.

 Why would you go up and why would you

talk to someone and said you are autistic, when they prefer person with

autism.

 AMY: The time is ticking a long.

 Shall we put up the Slido now to

invite people to ask any questions they've got that they might like to

raise anonymously.

 I think we probably have lots in the

chat, as well that we've been going through so far.

 What we're going to do is try to wrap

all of these questions up, that we haven't managed to get to.

 We'll answer some of them with the

recording that is circulated.

 We'll do like a blog with some of the

questions, responses.

 We'll also try to fold them into the

longer, more in-depth training sessions that we're going to be running.

 Has anyone seen anything in the chat?

 I'm just going to have a look through

the Q&A and see if I can spot anything.

 I will get that book reference out to

everybody in that.

 I can't even remember the lady's sur

name.

 This is my brain freezing Erica--

Anyway, I will send that without a doubt with the recording.

 ADAM: There's one from Desmond.

 How would you want the manager to

check in that you're okay, without being a pain.

 From my perspective, there was a--

There was a mental health charity that did an advert recently about asking

twice.

 If someone says if they're okay, ask

again.

 You know are you really okay.

 But at a certain point you do have to

say that you've kind opened yourself up for someone to talk to you.

 There is an element of that's as much

as you really can do.

 AMY: Yeah.

 ADAM: I get asked am I okay?

 Someone might say are you sure?

 ADAM: I say yep that's fine.

 If I'm coming across I apologize, but

I'm okay And that's enough, move on.

 AMY: Someone said here--

Sorry, Alex.

 ALEX: Lady's first.

 Go on Amy.

 AMY: I was jumping on to another

question.

 ALEX: So one of the questions that

I've just seen in here.

 Q.

 Is there an organisation to get a diagnostic assessment from an

anonymous, is it I have wonder beside it a few years as I struggled in uni

and ended up leaving after a year?

 ALEX: There are lots of organisations

that can give you a formal diagnosis.

 Normally it is at a cost.

 We always advise people to go and talk

to their GP, but we do appreciate that there will be quite a long wait.

 If you have, for example, if you have

it in your head that you may be dyslexic, for example.

 Go and have a talk to the dyslexic

organisations like dyslexia act and see if a formal diagnosis is useful.

 AMY: It is some really interesting.

 We will share.

 A lot of people with things resonating

that the panel have said about.

 Being able to stand up in front of 300

people and talk.

 But struggling to find the rye thing

to say in a social setting, Adam.

 Someone was saying.

 Someone with ADHD saying that their

smart watch has been Transformational, in terms of organising.

 It is amazing how these technologies

can be, just become a huge part of how you can function.

 >> What are your best experiences on

inclusive workplaces?

 That's a nice one to finish on.

 AMY: When it is a great day at work,

what does that mean to you guys?

 ADAM: My line manager on annual leave.

 AMY: That's me.

 Charmed.

 ALEX: I was going to say payday.

 But it is all about feeling that

you're valued in a team.

 And getting the job done.

 AMY: Yeah.

 ALEX: That's it for me.

 RINA: I think for me, it is most

noticeable when-- When I've tried to do something new

and I've gone okay, this is really hard tor me.

 for me.

 The point I am at with my personal

life and at work it is too much.

 And my line manager goes, okay, that's

fine.

 So I'm not saying I will never do this.

 I'm saying that right now, this can't

be addended into the mix of the million things that I'm trying to do.

 And they go, okay, we'll leave it for a

bit.

 We won't do that piece of work for

now, but we'll look at it again, in a few months, in a year.

 Something like that.

 And just that level of flexibility and

understanding.

 It doesn't require my manager to feel

the feelings I'm feeling.

 Or totally understand why I'm saying

what I'm saying.

 It just requires them to kind of hear

what I'm saying.

 And understand that I know myself best.

 And be flexible.

 And appreciate that.

 And work with that, rather than

against it .

 AMY: Definitely.

 How about you, Adam?

 Other than when I'm on my jolly

holidays.

 (Laughter ).

 ADAM: I'm sorry.

 That was a joke.

 AMY: I don't mind.

 I'll go on a holiday every day.

 ADAM: I mean, I think I it will seem

a bit cheesy.

 I think AbilityNet really do try to

get it right.

 I think that's part of it.

 They try to get it right, but we don't

always.

 We don’t always get it right, but we've

created an environment where it is okay to get things wrong and to learn from

that.

 And I think that's really important,

in terms of you know it is a big learning curve for all of us.

 How you might deal or how I might want

to be dealt with is different from how other people might went to be dealt

with.

 There's not a thick standard to really

refer to.

 Actually just being open to say okay.

 That didn't work for you.

 That works for me.

 Not for you.

 And being able to say.

 That didn't help me.

 Just having that kind of open

conversation with people.

 And creating an environment that's

inclusive in people are communicating that is really important.

 AMY: Okay.

 I think we will have to move on now.

 We're really getting to the end of the

session.

 So just to sort of wrap-up what we've

discussed, I think you know it really is accessibility is very much about

people and stories and discussion, like we have been today really helps to

positive properly understand barriers.

 And see people see the importance of

following standards and so on to make sure that website are accessible and

working processes are welcoming for everyone.

 Obviously language is something that

evolves, but it has great power.

 We need to keep talking about why we

want to use positive language about disability and accessibility and

lastly, I think everyone in every workplace or every walk of life needs

to call out assumptions and misconceptions in a gentle and

pleasant way, but we've all got a role to play in being an accessibility

ally for each other.

 Just before we go, I wanted to share

the dates for the more in-depth training sessions we're going to be

running.

 Hope to see some of you for those.

 And there's some discount codes

available for bundles of courses.

 For anyone who want make those

sessions or would like us to run a session for your team as a group.

 Do get in touch.

 Also did you know we’ve got eLearning

options?

 These come again, from a

person-centred perspective particular.

 Zoning in on different sort of

categories of conditions and disabilities.

 Providing practical tips and

information on how to create an inclusive, accessible working or

learning environment.

 They're quite G when you want to get

to a larger audience.

 They're a useful reference point to

return to refresh your memory about different things.

 If anyone would like a demo of those, do get in touch.

 So, it looks like 2:00 is almost upon us.

 Thank you so much everybody.

 As we say I think we're going to have

a super, interesting blog coming out of this with all of the questions that

we've got that we weren't able to tackle today.

 We've also got some of the webinars

coming up, if you want to keep track of what we're up to.

 Sign up for our newsletter AbilityNet.

org.

UK/newsletter.

 We'll let you know when those webinars

are up for registration.

 But thanks so much to everybody.

 And thanks to much our wonderful panel

forgiving up your time today.

 today to come along and discuss with everybody.

we'll say cheerio, shall we?

 Bye everyone.

 Thank so much for coming.