MY TECHNOLOGY HANDBOOK
Using A Computer, Choosing Accessories and Learning Skills

My Technology Handbook 2

How to safely get what you want online

SELF ADVOCATES BECOMING EMPOWERED

A Project of Self Advocates Becoming Empowered with contributions made by self advocates.

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Coleman Institute for Cognitive Disabilities
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May 2018

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History

SABE's mission is to ensure that people with disabilities are treated as equals and that they are given the same decisions, choices, rights, responsibilities, and chances to speak up to empower themselves; opportunities to make new friends; and to learn from their mistakes.

Self Advocates Becoming Empowered (SABE) is the self advocacy organization in the United States.

Founded in 1990, its members have been working hard for the full inclusion of people with developmental disabilities in the community throughout the 50 states and the world for over 28 years. This non-profit advocacy organization is run by an 18-member board of self advocates representing 9 regions of the country. The Board meets 4 times a year, in person, to review and learn about updates on SABE projects and committee activities.

In 2014, SABE created a user-friendly step by step Technology Handbook and videos as its first organized step to educate, encourage and caution people with cognitive disabilities in the use of technology.

SABE will use its status as the national organization for self advocates to help educate and inform people with disabilities about the technology that is available, gain access to, and help them learn to use it to advocate for themselves.

Copy or click on to this link to see the videos from the first **My Technology Handbook**.
https://www.youtube.com/channel/UCBxZhc5AWPUNA3ufQy5JzpQ

One of the questions we were asked was: **Why did we need to do another My Technology Handbook in 2018?** The answer is that there have been new and updated information since the last My Technology Handbook that was available in 2014. There is still concern about the idea that how do people become aware of the security breaches that have developed in recent years.

SABE makes every effort to provide materials in all types of formats to accommodate as many needs. An example of a format is to make sure that the content is Easy read. Easy read means that the information is easy to understand.

SABE has many goals they are currently working on and the Technology goal is very important to SABE. There is so much information about self advocacy and there are many people with disabilities that are not connected to technology to get information. SABE's My Technology Handbooks will assist people with disabilities to learn about how to use technology.
SABE board members, self advocates, and many community members were asked about the topics they were interested in learning about.

Introduction

We will set up the chapters in this format. Each chapter will have an introduction to the topic and then talk about where or how to use the technology step by step. A step by step video will be created by someone with a disability on how to use the technology.

If you are looking at the electronic version of the My Technology Handbook 2, then you can click on the links to view the how to video.

If you are using the hard copy of the **My Technology Handbook 2**, then you will have to type in the link provided into your computer browser.

Each chapter will also have some worksheets so you can write down your ideas or what you may need to have access to technology.

SABE is working closely with the Coleman Institute in Colorado. We are working to make sure that people with disabilities have access to technology. The Coleman Institute has been at the forefront of this development for access to technology. They have created a declaration. The next few pages will tell you about the Declaration.

SABE 2018-20 Board: top left – Gary Rubin, Roger Crome, Darren Morris, Eric McVay, Melody Cooper, Vicki Wray. Bottom left – Diana Mairose, David Taylor Fr., and Bernard Baker.

Has your state self advocacy group signed the declaration? If not, go the link at the end of book and sign up. We want state groups to create an activity to share with others about the importance of access to technology for people with cognitive disabilities.

The Rights of People with Cognitive Disabilities to Technology and Information Access

Whereas

- Twenty-eight million United States citizens have cognitive disabilities such as intellectual disability; severe, persistent mental illness; brain injury; stroke; and neurodegenerative disorders such as Alzheimer's disease;

- People with cognitive disabilities are entitled to inclusion in our democratic society under federal laws such as the Americans with Disabilities Act (ADA), the Developmental Disabilities Assistance and Bill of Rights Act (DD Act), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and under state and local laws;

- The disruptive convergence of computing and communication technologies has substantially altered how people acquire, utilize, and disseminate knowledge and information;

- Access to comprehensible information and usable communication technologies is necessary for all people in our society, particularly for people with cognitive disabilities, to promote self-determination and to engage meaningfully in major aspects of life such as education, health promotion, employment, recreation, and civic participation;

- The vast majority of people with cognitive disabilities have limited or no access to comprehensible information and usable communication technologies;

- People with cognitive disabilities must have access to commercially available devices and software that incorporate principles of universal design such as flexibility and ease of use for all;

- Technology and information access by people with cognitive disabilities must be guided by standards and best-practices, such as personalization and compatibility across devices and platforms, and through the application of innovations including automated and predictive technologies;

- Security and privacy must be assured and managed to protect civil rights and personal dignity of people with cognitive disabilities;

- Enhanced public and private funding is urgently required to allow people with cognitive disabilities to utilize technology and access information as a natural consequence of their rights to inclusion in our society;

- Ensuring access to technology and information for the 28 million people with cognitive disabilities in the United States will create new markets and employment opportunities; decrease dependency on public services; reduce healthcare costs; and improve the independence, productivity, and quality of life of people with cognitive disabilities.

Therefore

We hereby affirm our commitment to equal rights of people with cognitive disabilities to technology and information access and we call for implementation of these rights with deliberate speed.

View endorsers of this document and join us at: colemaninstitute.org/declaration

© 2018 Coleman Institute for Cognitive Disabilities

The Rights of People with Cognitive Disabilities to Technology and Information Access in an Accessible Version*

• 28 million citizens in the United States have cognitive disabilities. People with intellectual disability, mental illness (such as bi-polar disorder), brain injury, stroke, and dementia are included in this group.

• People with cognitive disabilities are entitled, or have a right to, full inclusion in society. Some of the laws that give them these rights are section 504 of the Rehabilitation Act, The Individuals with Disabilities Act (IDEA), The Americans with Disabilities Act (ADA), and other state or local laws.

• To be able to take part in society. People with cognitive disabilities need access to information. They need information about their rights, responsibilities, and duties of citizenship.

• Many people with cognitive disabilities have limited or no access to current understandable information about technology. This technology includes such things as cell phones, computers, televisions, and radios.

• Technology and computers can be very hard to understand and use. They have changed how people communicate with each other. This includes how people learn new information, respond to information, and share information with each other.

 • People with cognitive disabilities must use and understand the technology in order to take part in life. It also helps to promote self-determination which allows people with cognitive disabilities to make their own decisions.

• Technology needs to be made in ways that are based on ideas and rules made by technology makers. They need to make sure that all people, including people with cognitive disabilities, have equal access to these devices. All devices should work together with different programs.

• Protecting the civil rights and dignity of all people is important. Having security and privacy options built into the devices is a must.

• There are many benefits to making sure that people with cognitive disabilities, their families and service providers have access to information and communication technologies. It builds a new market by creating jobs for people. It allows people with disabilities to rely less on public services. It is worth spending money on because it will help more people with cognitive disabilities take part in the community.

• Current federal and state funding supports do not usually pay for these technologies for people with cognitive disabilities. In order to help pay for these technologies for people with cognitive disabilities, consumers and providers need to advocate for and get low-cost solutions in public and private sectors.

*Translated from the original document by Amy Goodman, Co-Director of Autism NOW, and others at The Arc. The original document can be viewed at: http://www.colemaninstitute.org

Chapter 1 Access to Technology

The chapter will talk about how to access technology and how to use it. For example: what is in your budget and what can you afford. Where can you go to use a computer to search for something, like a library? Where can you attend classes to learn how to use your computer or search on-line?

Association of Assistive technology Act Programs

There are Assistive Technology Centers AT programs in each state to assist people with disabilities. Here is a list of activities that the centers may provide:

AT Demonstration Activities
AT Demonstration Activities provide opportunities for people to become familiar with specific types of AT by comparing and the difference between devices and programs by showing the functions and features of devices through hands on exploration.

AT Device Loan Activities
AT Device Loan Activities allow individuals to borrow AT if available for a limited time to try out and determine if a device will meet their needs before buying.

AT Reutilization Activities
AT Reutilization Activities means that they may have used equipment that you can purchase. You may buy the device from them for a lower price.

State Financing Activities
State Financing Activities may support the purchase of AT through financial loans or other ways. What do you need to know about getting a loan?

States may require that:
- You are a resident of the state
- Are able to sign a contract
- Prove that the loan will be used to buy assistive technology for a person with a disability
- Be able to repay the loan
- Have an existing savings or checking account to make monthly loan payments

This info is adapted by SABE. For more information about ATAP go to http://www.ataporg.org/home

Other sources of technology support may include:

Vocational Rehabilitation
If you are a current or sign up for VR services, meet with your VR counselor. Talk to them about your employment goals. For them to pay for technology, it will depend on what career or job you choose. Then, they may assist you with technology for you to be successful.

There may be other VR programs to support you with independent living goals. Check your state VR program.

DD service agencies
DD service agencies may help you identify technology needs and fund the purchase.

ABLE Act Account

The Achieving a Better Life Experience Act better known as the ABLE Act. Tax advantage Saving Account for individuals and their families to save for their needs. There are restrictions in getting an ABLE Account. You must have had a disability before the age of 26 and receive services. To learn more about ABLE National Resource Center, go to www.ablenrc.org   Not all states are active at this time. There are many benefits of having an ABLE Act Account. Visit the website and find out if your state has opened its ABLE Account program. See what other expenses are covered besides Assistive Technology.

Cable companies

Cable companies now offer low cost, basic internet service plans to families who qualify. Examples of low income programs include but not limited to school lunch programs and HUD-assisted housing, TANF, and SNAP.

Smart phones

Lifeline is a federal or state program that helps families with low income who qualifies for state aid.

Call 888-898-4888 for more information.
It is a program since 1985 and provides discounted phone service. Limited minutes,

- Medicaid
- Food Stamps or SNAP
- SSI
- Veterans Pension benefit or survivors Pension
- Federal Public Housing Assistance or Section 8

texting, and apps are available and considered affordable for cell phone cost.

The program was started for emergency use. It is better than no phone at all. People use it for making appointment, transportation, calling for help.

It is not available in every state. Go to the website to learn more. https://www.assurancewireless.com/lifeline-services/what-lifeline

Family and Friend Supports
Do not forget to tell your family and friends that you are looking for technology and ask them if they have technology that they are not using.

Make sure the device has a working power cord, and that it is internet ready at a minimum. If not, it will not be useful to you.

To view this video, click or copy the Assistive Technology and Where to Find It in Your State link:
https://www.youtube.com/watch?v=2kpKnNwn870&index=9&list=PLHe4SX3HJvyv_2KNRrpP2QJMXaEejyWmz

Ask yourself these questions:

Why do you need this technology?

What will it do for you?

Can you afford it or do you need help to pay for it?

Chapter 2 Internet Safety

This chapter will talk about how to protect you on the internet and how to search for information on-line.

We will talk about protecting your passwords. Give some tips on passwords that are not safe to use. Explain why passwords are important. We will also give clues on what may be considered dangerous internet searches.

As of 2016, there are about **290 Million internet users** in the United States. About **106 Million** people have internet access at home. According to the Pew Center and Statistica, the United States is the largest online market worldwide. Over **75% of the population** in the United States uses the internet for shopping, watching videos, and communicating with family and friends. **1 in 10** adults use a smartphone to get on-line.

National security
Here is a list of internet security problems.
The number one security problem is **hacking**. It is can be done to anyone by an organization or by an individual.

Money mules, Launderers and Cat Fishers are another type of security problem.
These are people who want to steal your money by stealing your identity and your passwords. They may pretend to know or try to pretend to be interested in you so that you will trust them and give them money.

Hello, My Dear....
I need your help...

Another example is when someone from a foreign country is still asking you for money.

Junk mail scams. They greet you like they know you.
Your friends email can be hacked. The sender will send you emails from your friend's email address. They are selling you something that your friend has recommends their product. It is very popular with diet products.

Another one is **Hacktivists**. They are political activist who want to hurt the person's reputation by talking bad about them. This may also cause money problems for them. For example, if they are wealthy and own a company, they may start rumors about their products.

Another security problem is when an internet user **steals** what a person creates or their ideas. This is called **intellectual property** like patents, product ideas, financial information, and business plans.

And finally, there are teams and companies that create **malware** and infect a specific group of people. You may have heard malware called a Trojan Horse.

People can break into your computer without you knowing. They pretend to be your friend even use your friends name and say they need something from you like your bank information. Do not be a victim. This is called **Phishing**.

Fraud
Just because it has the name of your bank, it may not be your bank. Never sign in to your bank from an email. When in doubt, call your bank.

Do not use the email address or phone number in the email. Call by going on your bank's official website or by calling information or the number on back of your debit or credit card. Look at your bank accounts on a regular bases and monitor fraud.

Do not give anyone access to your computer because they called you. Companies do not call you just to tell you that there is a problem with your computer. You should be the one calling them about computer issues with their device or programs.

To view this video, click or copy Email Safety and What to Look For link:
https://www.youtube.com/watch?v=afRvYNxUHGc&list=PLHe4SX3HJvyv_2KNRrpP2QJMXaEejyWmz&index=7

Privacy
Protect yourself. Do not give out your personal information to anyone you do not know.

Passwords

Pick your passwords wisely and change them often. Try not to use the same password for all of your accounts. Do not use your nicknames, date of birth, children's names, or pet names.

Use complex passwords (including letters, numbers, and special characters) when setting up online accounts, and change them frequently.

Read your privacy and user disclosure policies carefully. It is required by law that they let you know they will be sharing your information to others.

Tips to be safe
There are people who are paid to be on-line to watch what keywords you are using, to see what sites you visit, and how many times you visit those sites. Beware. Clear your history of websites you have visited when you are done.

Have you notice, recently, on your social media that you see advertisements for products you were searching for. Social media is free because companies pay for them every time you interact with them.
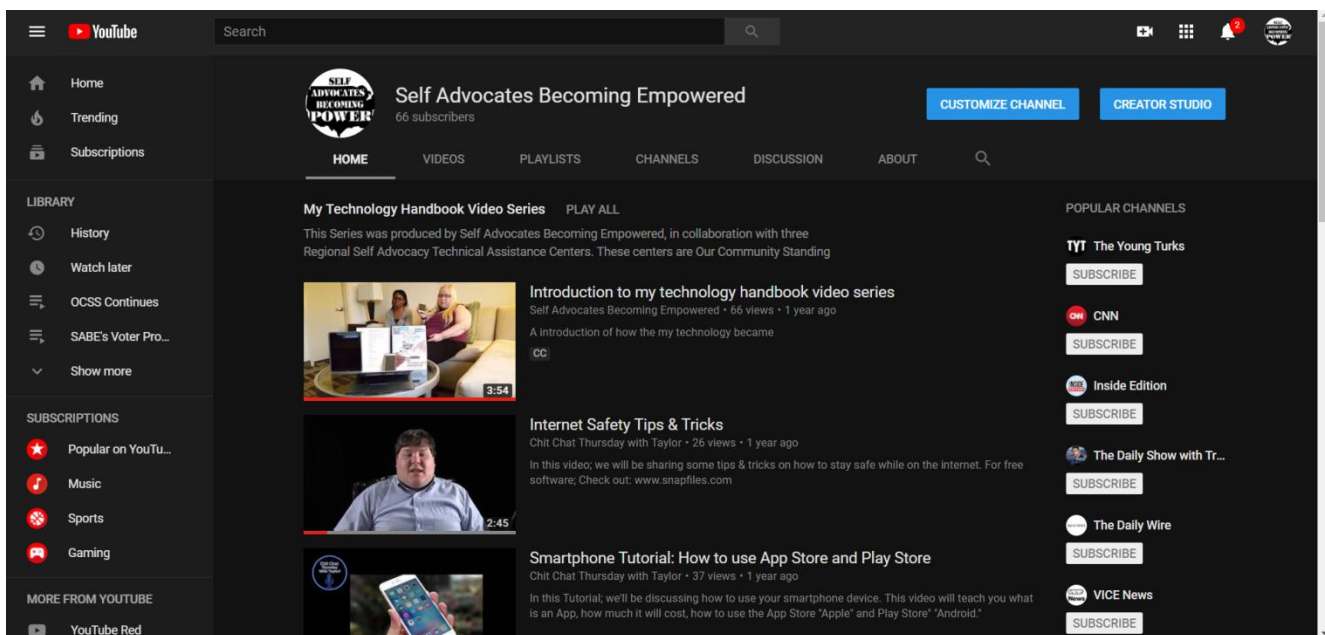
Keep your computer software up-to-date. You maybe required to update to get new features of different programs to use them.

Chapter 3 How to use Technology in your Home

This chapter will talk about how to manage your home using technology. We will talk about new technology that may benefit someone with a cognitive disability to live independently at home.

Technology in your home

How do I buy this technology? How do I use this technology? Why do I need this technology?

You may already have this technology at home. If you have a smartphone, you may be able to use it to control your home environment. You can visit your local cable company or technology stores for products to manage your home.

Features
What features are you looking for to assistance you? Do you want or need a remote control for your home electronics? Do you want or need a remote control for your appliances? Do you want or need assistance in managing your home security?

You can manage many things around your house such as:
- Computer
- Television
- Lights
- Doors
- Home security

Possible devices, appliances, products:
- Timed light switches and dimmers
- Refrigerators, washers and dryer
- Coffee makers
- Home phones with large button or phones that type what the person is tell you on a screen
- Bluetooth, most smart phones have this feature built in

Health

Do you need support with your personal care needs?
Do you have Health care tele-health services in your state or your community or remote supports?
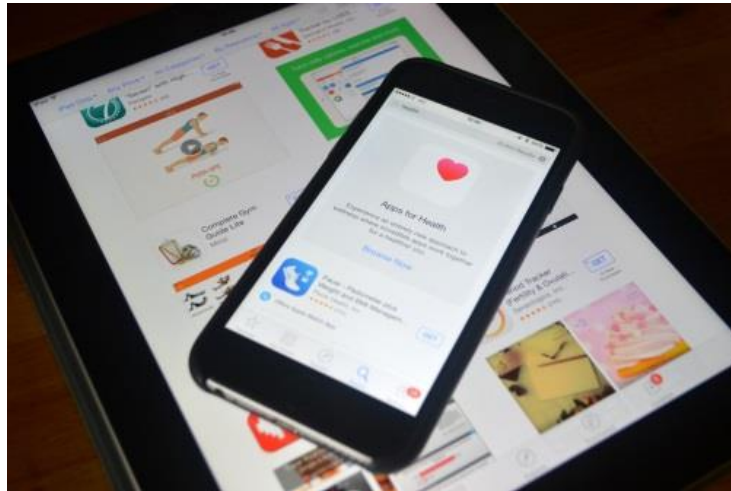
Do you need supports like?
- Smart watches
- Meal planning
- Exercise workout schedule
- Appointment reminders
- Medication reminders
- Direct links to important phone numbers or people

Community participation
- Interest group meet ups and brain games
- Purchasing tickets for local events
- Learning online, taking hybrid classes (classes that meet in person and on the computer) at the college or University
- Voting online registering, updating information, and finding your poll location, getting information about candidates and issues
- Paying utility bills online
- Buying groceries, making reservations or ordering takeout or delivery
- Banking services
- Transportation options and up to date bus route information
- Computer, tablet, or smartphone Apps

If you are not sure about a product or device, ask family members and friends for recommendations. They may have products and devices that they already successfully use.

There are many ways that you can get easy access to using adaptation for your home. You may need someone to install and set up your new item. If you have these skills and patience, you can set them up for yourself.

We always hear about living like the Jetsons. According to Wikipedia, the Jetsons was a futuristic cartoon series that was about a family. It first aired in 1962 by Hanna-Barbera. The series was set in the year 2062.

It's 2012 Already So Where Are All The Jetsons Flying Cars by Jon Orlin@jonorlin / Jan 1, 2012

In this article they talk about some of the technology that we now have and some that we are still working on.   One of the technologies that are still being developed is a flying car. Google is testing out the Google self driving car.

What we have now is close to RUDI (Referential Universal Digital Indexer), George Jetson working computer It is like Yahoo, Google, and Siri. Another tool we now use is video chatting using Skype, Google, and Cisco telepresence programs like GoToMeeting and Webex. And finally, at airports, there are moving walkways in around airport terminals just like what the Jetson family uses to get from their vehicle, shopping and going to in their apartment.

After learning about the Jetsons, what kind of technology do you need in your home to live independently and with the support you may need?

Use this worksheet to find out what you need to get started. Tell us what you may need to have your home managed by technology.

What type of or devices do you have in order to control your home management?

Smartphone
Is it an android phone or Apple IO? _____
Are your apps up to date?   _____

Do you have a strong battery life or a working plug? _____

Computer
Is it a tablet, laptop or computer desk? Is your devise up to date on all the installed programs? _____

Remote, touch pads
Are your batteries charged or do you have easy access to the plug?

_____

How will you interact with your device to control your home?   Is it Wi-Fi or another way? _____

What products will you use?
Are you going to use a router, Amazon Echo, Google home, Apple HomePod, Samsung Hub, Logitech Harmony, local alarm company or other services?
List:

_____

_____

What do you need supports with to live independently and with supports? Check all that apply.

_____ Doors and locks
_____ Security systems
_____ Appliance (refrigerator, stove, washer, dryer, microwave
_____ Home entertainment (television, stereo system)
_____ Lights and outlets (special bulbs, adaptors, sliders, sensors, switches, touch pads)
_____ Heating and air-condition controls (Nest, Honeywell)
_____ Reminder or calendar
_____ Announcements and alerts on your phone

Chapter 4 Using Social Media for self advocacy groups

This chapter will talk about how to use social media to tell others about your Self Advocacy group and what they do.

We will show you how to:
- Upload to a YouTube Channel and add Close Captioning
- Manage a Facebook Live your group events and meetings

Promote events, speeches, and causes for your Self Advocacy group

Why it is helpful to use these features?
It is important to share the good work you group is doing. Sometimes people can get great ideas from other groups. You can learn about what was successful for a group. You can learn about the challenges other groups have had and how they were able to come up with positive results.

Twitter and Instagram are other popular social media sites that you can also share information about your group and your group events.

For more information about creating individual and group social sites go to the **My Technology Handbook** Chapter on Social Media page 67 to learn how.

Another way to share what your self advocacy group is doing is to create events for the year. Create and plan out a calendar so that your members can invite the local community to these events.

Types of Facebook pages
Facebook allows you to pick what type of membership group that your self advocacy group can choose from. You can choose if you want your Facebook group to be an open or a close group. You can have two different membership groups. One group can be for a small group of people like your officers and planners and another group can be for all the members.

When you are ready, go to manage your group under settings. Make sure that your members have discussed the options and have decided what will benefit the group.

Social Media for Self Advocacy group link:
https://www.youtube.com/watch?v=unefeS887eU&list=PLHe4SX3HJv
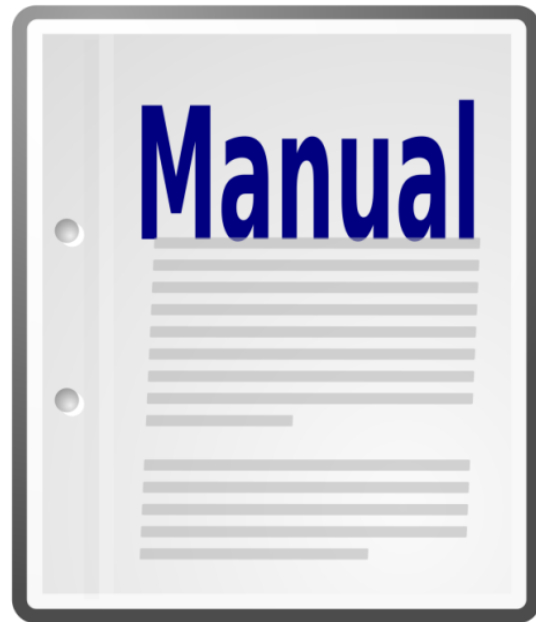yv_2KNRrpP2QJMXaEejyWmz&index=2

Social Media Policy for your group
Why create a social media
policy?
Here is an example of why you
may need a policy. My first
reason is because we are a
nonprofit and have grants.
Therefore, we cannot take
political sides. So we cannot
support or put down any
candidates in our social media.

Create a policy.
Have a few people as
administrators. When you
create an account, the social
media management will ask
that someone to be in charge of the page.

Social Media Policy link:
https://www.youtube.com/watch?v=1SXexXIyrJU&list=PLHe4SX3HJv
yv_2KNRrpP2QJMXaEejyWmz&index=3

Ask your group these questions. How many people from the group will be responsible for the account?

Who will be on the master account or administrator(s)? It should be 2-3 people.

_____

_____

_____

How many staff or advisors? _____

What power or control would you like to give each of them? What will be their roles?

1 _____

2 _____

3 _____

4 _____

5 _____

Fundraising opportunities

Ask your group these questions:

What is your cause? _____

_____

_____

_____

How much money does your group need to raise? _____

How much money does your group want to raise? _____

What is the date you need the money by? _____
(Plan your event or cause ahead of time. People respond better to short fundraising time. 3 to 6 months seems to work the best.)

Where will you advertise your cause and fundraising? _____

_____

_____

Check often online or call to see what other self advocacy groups are raising money for. See how much they have collected and how long it took them to save.

If you are asking organizations or sponsors for funding, read what they fund and what they do not fund.

Possible types of fundraising events and possibilities:

- Bake sales
- Arts and crafts
- Raffles
- Car washes

- Sponsored dinners
- Restaurant nights
- Casino nights
- Galas

- Crowd raising
- Amazon Smiles
- GoFundMe

How to go live on Facebook app

Facebook has a new feature that allows you to see an event, meeting, or training live. Someone can video tape it live. It is a good idea for someone else to read and answer live the comments as people watching will provide comments. Below are the instructions on how to start a Facebook live.
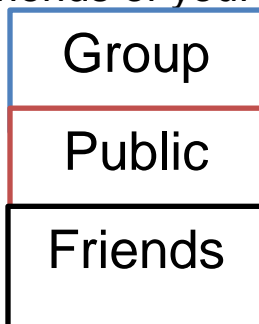

Step 1
Go to the News Feed and tap the "Live" image.

Step 2
If you have not yet already you must give Facebook access to use your camera and microphone.

Step 3
You will be asked to pick where you would like to post the live stream. It will be a group, public or friends of your Facebook page.

| Group |
| Public |
| Friends |

Step 4
You will be asked to type out the description of the live stream. You can give a short detail what the topic is or the name of the meeting.

Step 5
You will then have the option to tag friends, the location of your event or activity.

Step 6
There are some extra features that you can add to your Facebook live session. You can select filters to your stream (optional) after finalizing each option.

Step 7
When you are ready to go live, you hit the go live button.

Step 8
Once you start, you will be able to see how many viewers are watching you and their comments.

Step 9
To end your broadcast, you will tap the "Finished" button.

Step 10
At the end, you will have the option to save your video to your device after each broadcast to share it later.

Example
Here is an example of Max Facebook Live.
Click or copy the link to view.
https://www.facebook.com/SARTAC1/videos/1995475070664506/

As of September 2018, this Facebook live event had been viewed by **548** people. It was advertised through Facebook groups and pages, word of mouth, and through listservs that members had.

How to upload a video on YouTube
Another feature that Google has is to save your recording on your YouTube Channel. Use these steps to save your videos.

Step 1
The first thing you need to do is to make sure you are signed into the YouTube channel that you want to upload to.

Step 2
Click on the upload button at the top of the page.

Step 3
Select the video you would like to upload from your computer or device.

Step 4
While the video is uploading, you can edit the basic information of the video like the title, description, and important keywords that will attract viewers.

Step 5
After completing all of the information requested, you will then click the publish button to finish uploading the video to your YouTube channel.

Step 6
Click on the CC button to use Closed Captioning. YouTube will automatically close caption the video for you. However it may not translate correctly.

Step 7
An easy way to edit Close Captioning on YouTube is to listen and review what they have translated. Look for words that are misspelled, unrecognized, or missed.

Step 8
If you have to change something, click on edit video to make the changes.

Step 9
Go to the Subtitle CC button to start your edits or corrections.

Step 10
Click the edit button to make any changes.

Step 11
When you are done, it will ask you if you want to overwrite existing subtitles, and then click publish button.

If you want to see the step by step video on how to edit close captioning for your video, copy or click this link:
https://www.youtube.com/watch?v=CMHwNtkL0Hk&index=8&list=PLHe4SX3HJvyv_2KNRrpP2QJMXaEejyWmz

In Conclusion

The internet is a place to find resources. It is also a place to connect with family and friends and people that share the same interest like you. But not everyone one on the internet is your friend. You should be private and check more than one place for facts. Before you believe what you see or read and it should not be a replacement for interaction with real live people in your life.

New technology appears daily. Stay on top of technology. Ask family members and friends about the technology they use. Go to technology stores and try out the technology and ask store staff questions you may have about the product.

The future of technology, what does it look like?

_____

_____

_____

Reference page for the Declaration on The Rights of People with Cognitive Disabilities to Technology and Information Access from the Coleman Institute

FREQUENTLY ASKED QUESTIONS ABOUT THE DECLARATION

1. **Why do you use the term "cognitive disabilities" rather than "intellectual disability" in the Declaration?** The term "cognitive disabilities" was specifically selected to include a broad range of cognitive conditions that can impact quality of life and independent living. Cognitive disabilities include intellectual disability, autism spectrum disorders, severe, persistent mental illness, brain injury, stroke, and Alzheimer's disease and other dementias. Technology and information access is essential for all people to live an inclusive life in our society today. People with intellectual disability and other cognitive disabilities together pose a formidable block of potential users of technology: An estimated 28.5 million Americans, more than 9% of the U.S. population, had a cognitive disability in 2012. People with cognitive disabilities worldwide are believed to exceed 630 million individuals, according to recent World Health Organization estimates (2011).

2. **Why is this Declaration important?** The Rights of People with Cognitive Disabilities to Technology and Information Access is a statement of principles on the rights of all people to inclusion and choice in relation to technology and information access. The Declaration builds on the recognition of the rights of people with intellectual and developmental disabilities to be integrated into the community. Decades of advocacy by parents, people with disabilities, and conscientious professionals in the field have resulted in the principles of inclusion and choice being codified in laws, policies, and practices affecting people with disabilities and their families. This Declaration moves the discussion into the realm of one of the newest expression of community integration: the use of technology to socialize with others, share

common experiences, participate in government, have access to education, and engage in commerce

3. **Why is it important that the Declaration be released now?** The pace of the digital age is accelerating rapidly through new innovations, such as those in cloud computing, where the potential positive impact of cloud-based initiatives include not only improved personal communications, but also health promotion, disease prevention, enhanced social interaction, and individualized supported employment opportunities such as remote job coaching. Technology and information access today is no longer a luxury; it is essential for 2 people with cognitive disabilities to have the same access as their peers without such disabilities in order to fully participate in the worlds of today and tomorrow. Human-centered computational support technologies must be adapted or uniquely developed and properly disseminated to match the unique needs and preferences of individuals with cognitive disabilities. Advancing the rights of people with cognitive disabilities to technology and information access is an extremely important next step in the worldwide implementation of inclusion and choice.

4. **How will this Declaration help people?** The Declaration, which is being officially released internationally through the AAIDD journal, Inclusion, and at the Coleman Institute's October 2, 2013 conference in Colorado, will stimulate greater attention, both in the U.S. and worldwide, to the possibilities now at hand for people with cognitive disabilities while simultaneously championing their rights as citizens of the world to access such technologies in home, school, and the workplace.

5. **How can you as an individual or organization become involved?** We invite all of you who support the Declaration to visit the website of the Coleman Institute for Cognitive Disabilities at http://www.colemaninstitute.org, sign the

declaration, and use it to advance your advocacy efforts for and with people with disabilities

Coleman Institute for Cognitive Disabilities
UNIVERSITY OF COLORADO
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www.usa.org

sabenation@gmail.com