

**THE
AMERICANS WITH DISABILITIES
ACT**

**Information and Implications
for
Volunteer Program Administrators**

Compiled by

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PREFACE

Neither the statute nor the regulations of the ADA provides a clear indication as to whether the Act applies to volunteers and volunteer organizations. The question has been posed to the Equal Employment Opportunity Commission, but as of this writing the Commission has not taken a position.

However, since many volunteer program administrators function within agencies and organizations affected by ADA, and since volunteer programs have traditionally followed EEO guidelines for screening and placing volunteer workers, it seems prudent to understand how the ADA might be applied to the non-salaried world. In addition, volunteering has traditionally been an inclusive and equalizing activity with volunteer program leaders the staunch proponents of this philosophy. This publication is intended to serve as a guide for those leaders who wish to make their programs accessible and fair to volunteers with disabilities.

Special thanks is extended to Steven D. Gravely, J.D., of the Mezzullo & McCandlish law firm for his expert advice and assistance in writing much of what is included here. Our appreciation also goes to the National Council on Disability and the Virginia Department for the Rights of Virginians with Disabilities for providing information and support.

OVERVIEW

History

The ADA was passed by Congress and enacted into law in July 1990. Final regulations regarding Title I of the ADA (employment) were adopted by the Equal Employment Opportunity Commission (EEOC) in July 1991. A Technical Assistance Manual was published in the spring of 1992.

Purpose

The ADA is intended to create broad-based protection for disabled persons with respect to employment, access to public services, transportation, telecommunication and places of public accommodation. The Act specifically states that its purposes are:

- to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- to provide clear, strong, consistent enforceable standards addressing discrimination against individuals with disabilities.
- to ensure that the federal government plays a central role in enforcing these standards on behalf of individuals with disabilities.
- to involve the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day to day by people with disabilities.

Contents

Title I: Prohibits discrimination against qualified individuals with a disability by employers, employment agencies, labor organizations or joint labor-management committees.

Title II: Applies the Act's prohibition against discrimination on the basis of disability to all programs, activities and services provided or made available by state and local government, including instrumentalities or agents, regardless of whether federal funds are received. (NOTE: Access to public transportation is specifically covered in this Title.)

Title III: Mandates access to places of public accommodation operated by private entities and public transportation services operated by private carriers. (NOTE: While Title III of the ADA does not apply to churches, they are subject to these requirements under the Virginia Building Code.)

Title IV: Requires telephone companies to provide hearing and speech impaired persons with services which are "functionally equivalent" to the services provided to non-disabled persons. Additionally, television public service announcements which involve federal funding must be closed captioned.

Title V: Miscellaneous provisions.

Insurance: The ADA is not intended to disrupt current state laws and regulations governing the insurance industry. The ADA does not prohibit or restrict an insurer, hospital or medical service company, HMO or any other entity which administers such plans from underwriting risks, classifying risks, or administering risks based on state law.

Retaliation prohibited: Discrimination against an individual because the individual has opposed any act or practice made unlawful by the ADA or has testified in the course of an investigation is specifically prohibited. It is unlawful to coerce or intimidate any person in the exercise of rights conferred by the ADA.

Attorneys Fees: These are available to the prevailing party in the discretion of the court.

How Organizations Benefit From Compliance With ADA

- It can help us learn how to handle diversity; we all recognize that diversity in the workplace is inevitable, but this Act offers concrete ways in which we can change our behavior and attitudes to make diversity a reality.

Common Sense + Civility = Compliance

- It focuses attention on each person's uniqueness, rather than allowing us to make general assumptions about who can or cannot do a specific job. This is certainly consistent with what we believe about the importance of matching the right volunteer with the right job, based on individual motivations and abilities.

- It is very consistent with Total Quality Management, with an emphasis on leadership, cooperation and a team approach to getting the work done.

- As we review job descriptions (paid and volunteer) for fairness, it may help us to re-examine the validity of certain jobs and roles, which in turn may make our use of human resources more effective.

- It can help us to provide ways in which others can reach their potential. Rather than viewing persons with disabilities as handicapped, we can look at their potential plus the technological assistance that exists to enable them to be an "asset" to our organization.

Human Potential + Technology = Valuable Volunteer

WHAT CONSTITUTES A "DISABILITY"?

ADA prohibits discrimination against qualified persons with disabilities on the basis of that disability, as defined below:

Definition: A person with a disability under the ADA is an individual who

- (a) has a *physical or mental impairment* that *substantially limits* one or more *major life activities*;
- (b) has a *record of* such an impairment; or
- (c) is *regarded as having* such an impairment.

"Impairment":

-- any physiological disorders and conditions, cosmetic disfigurement, or anatomical loss affecting one or more body systems (such as neurological musculoskeletal, respiratory, digestive, etc.)

-- any mental or psychological disorder (such as mental retardation, emotional or mental illness, specific learning disabilities)

-- does not include physical characteristics that are within the normal range; environmental, cultural or economic disadvantages, or advanced age.

"Substantially Limit": the inability or the limited ability to perform a major life activity that the average person in the general population can perform. Factors to consider are: the nature and severity of impairment; the duration or expected duration of the impairment; the permanent or long-term impact of or resulting from the impairment.

"Major life activities": those basic activities which the average person in the general population can perform with little or no difficulty (such as caring for oneself; walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting and reaching, etc.)

"Record of": Having a history of, or a prior misclassification of, a mental or physical impairment that substantially limits major life activities.

"Regarded as Having an Impairment": those who do not have a disability but who are subject to discrimination on the basis of a perceived disability. For example:

- the impairment is not substantially limiting, but is treated as such by the employer (i.e. a person with controlled high blood pressure is reassigned to less strenuous work because of the employer's unsubstantiated fears that the person will suffer a heart attack).

- the impairment limits major life activities only as a result of the attitudes of others toward the impairment (i.e. a person with a prominent facial scar is reassigned to another position because the employer fears the negative reaction of customers).

- the impairment does not exist as defined in the Act, but the person is treated by employer as having such an impairment (i.e. a person is discharged in response to the rumor she was infected with HIV even though this was not proven true).

Under Title I, a "*qualified individual with a disability*" is a person

who meets legitimate skill, experience, education and other requirements of an employment position, and

who can perform the essential functions of the job

with or without reasonable accommodation.

WHAT IS NOT A DISABILITY?

The Act provides a non-exhaustive list of conditions and behaviors that do not constitute disabilities, including:

- individuals currently engaging in illegal use of drugs
- psychoactive substance use disorders resulting from current illegal use of drugs
- compulsive gambling, kleptomania or pyromania
- homosexuality and bi-sexuality
- a variety of sexual behavioral disorders including transvestism, transsexualism, exhibitionism and others.

HIGHLIGHTS OF THE ADA

(Source: National Council on Disability)

Employment

Employers may not discriminate against an individual with a disability on the basis of the disability in hiring or promotion if the person is otherwise qualified for the job.

Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.

Employers will need to provide "reasonable accommodation" to qualified individuals with disabilities. This includes steps such as job restructuring and modification of equipment.

Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

All employers with 25 or more employees must comply, effective July 26, 1992. All employers with 15-24 employees must comply, effective July 26, 1994. (Employers with less than 15 employees are not covered by the ADA, but are included in the Virginians with Disabilities Act.)

Transportation

New public transit buses ordered after August 26, 1990, must be accessible to individuals with disabilities.

Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus service, unless an undue burden would result.

Existing rail systems must have one accessible car per train by July 26, 1995.

New bus and train stations must be accessible.

Key stations in rapid, light and commuter rail systems must be made accessible by July 26, 1993, with extensions up to 20 years for commuter rail (30 years for rapid and light rail).

All existing Amtrak stations must be accessible by July 26, 2010.

Public Accommodations

Private entities such as restaurants, hotels and retail stores may not discriminate against individuals with disabilities, effective January 26, 1992.

Auxiliary aids and services must be provided to individuals with disabilities, unless an undue burden would result.

Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternate methods of providing the services must be offered, if they are readily achievable.

All new construction and alterations of facilities must be accessible. Alterations to primary function areas are subject to additional requirements.

State and Local Governments

State and local governments may not discriminate against qualified individuals with disabilities in programs, services and activities.

All government facilities, services and communications must be accessible to persons with disabilities.

Telecommunications

Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDDs) or similar devices, effective July 26, 1993.

IMPLICATIONS FOR MANAGERS OF VOLUNTEERS

If we believe that everyone has a right to volunteer (similar to the right of equal employment opportunities), then we as managers of "nonpaid" staff have the responsibility to comply with the intent and guidelines of the ADA. Here are some questions to help us ensure that we are not discriminating against volunteers with disabilities:

Mission statement: Does it reflect a commitment to diversity? Does it express a genuine desire to provide opportunities for staff (paid and volunteer) to grow and advance according to their proven abilities?

Planning: Are we remembering that attitudes can be barriers the same as doorways and steps? Is our organization receiving etiquette and sensitivity training in order to overcome stereotypes and fears?

Job Descriptions: Are the tasks and qualifications written in a way that does not discriminate? (See more details below.)

Recruitment: Is our material available in accessible format such as braille, large type or tape? Do we make unconscious assumptions about who can and cannot do a particular job when we make recruitment presentations? Are we directly offering volunteer opportunities to individuals with physical & mental impairments?

Screening: Are our application forms, interview questions, and screening procedures designed to be fair and non-discriminatory? (See more details below.)

Supervision: Do we discuss the potential for involving volunteers with disabilities with our fellow staff? When we recruit a volunteer with a disability, do we make sure that the supervisor and the individual with the disability are involved in decisions about accommodations?

Recognition: When planning recognition events or activities, do we consider the appropriateness for volunteers with disabilities? (i.e., taping a message of appreciation for a visually impaired volunteer, instead of giving her a certificate; holding the event in an accessible facility; providing sign language interpreters.)

Buildings: Where do we interview volunteers? Are work areas, restrooms, and break rooms/kitchens accessible? Are we sensitive to the accessibility of computer terminals and controls, desks, phones, drinking fountains, etc.?

GUIDELINES FOR COMPLIANCE

It seems clear that **Title I** (Equal Employment) is the part of the Act which has the greatest implications for volunteer management, although we may also become involved in our organization's activities to reduce physical barriers. Just as employers must now be open to hiring qualified individuals with disabilities, so we must now be open to accepting such individuals as volunteers.

Here are some specific ways in which we can conduct our programs in order to comply with the ADA and its intent. (*Adapted from materials prepared by The ARC, National Headquarters, P.O. Box 300649, Arlington, Texas 76010*)

Job Descriptions and Job Announcements:

- A job description exists for each volunteer position. Alternatives to written job descriptions include: oral descriptions of essential functions to applicants; opportunities to observe current volunteers doing the same job; a video-tape of the particular job being performed.
- Each job description lists the essential functions, i.e., the basic job duties that a volunteer must be able to perform, with or without reasonable accommodation. Factors to consider in determining if a function is essential include:
 1. Does the job exist solely to perform that function? (i.e., if you are recruiting a proofreader, then proofreading is an essential function). This will be the governing factor in many volunteer jobs, since often we recruit volunteers to do fairly narrow, specific functions.
 2. How many other volunteers are available to perform that function? If other staff or volunteers are doing that function, or can do it, then it may not be essential to this volunteer job.
 3. What are the consequences of not requiring the volunteer to perform the function?
 4. How much time on the job is spent doing the function?
- Non-essential duties may also be listed in the job description, but must be clearly understood as optional or supplemental, rather than essential to that job. The inability to perform non-essential duties cannot be used to screen out a potential volunteer with disabilities.
- Volunteer job announcements accurately reflect job descriptions. (No bait and switch!)
- Qualifications for each volunteer job reflect what is needed by an applicant to successfully perform the essential job functions. Requirements do not screen out or tend to screen out individuals on the basis of disability.

Application Process and Interviews:

- Application forms and formats are free of any reference to questions regarding medical history or presence of a disability. ADA prohibits asking an applicant if he/she has a specific disability.
- Equal access to interviews must be assured. Reasonable accommodations may include accessible location, an interpreter for deaf persons, or a reader for the visually impaired.
- Interview questions deal only with the applicant's ability to perform the essential job-related functions. It is permissible to ask applicants about their ability to do the job, and to do it safely.
- In cases where a test is used to assess skills, aptitude, or physical ability the test is directly related to the essential job functions. It must measure the volunteer's ability to perform the function, not the severity of the disability. For example, you might want to give a volunteer a hearing test to see if he can answer the telephone as a receptionist. If he has a hearing impairment, he may do poorly on the test because it is simply measuring the degree to which he can hear. But if he is tested on a real phone, where he can use a special amplifier, he may be able to do the job just fine. So the hearing test would have discriminated against him.
- If a medical exam is required for job applicants, it is done only after a conditional offer of employment has been extended, and only in cases where such an exam is required for all workers in that job. In other words, medical exams must be post-offer, pre-placement.
- Similarly, background or reference checks should be limited to questions you could ask the applicant directly. The goal should be to verify information such as: tasks performed by the applicant; quality and quantity of work performed; how job functions were performed; and attendance record.

Prohibited Questions for Applications and Interviews:

1. Have you ever had or been treated for any of the following conditions or diseases?
(followed by a checklist)
2. Please list any conditions or diseases for which you have been treated in the past 3 years.
3. Have you ever been hospitalized? If so, for what condition?
4. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
5. Have you ever been treated for any mental condition?
6. Is there any health-related reason you may not be able to perform the job for which you are applying?
7. Have you had a major illness in the last 5 years?
8. How many days were you absent from work because of illness last year?

9. Do you have any physical defects which preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations.
10. Do you have any disabilities or impairments which may affect your performance in the position for which you are applying?
11. Are you taking any prescribed drugs?
12. Have you ever been treated for drug addiction or alcoholism?

During the Interview:

If a disability is obvious, or if the applicant acknowledges a disability, you may ask how he/she will perform all job functions -- not just the essential functions. You may not ask questions about:

- nature of disability
- severity of disability
- condition causing disability
- prognosis/expectations regarding condition
- any need for treatment or special leave

Example: If a person has only one arm and an essential function of the job is to drive a car, the interviewer should not ask if or how the disability would affect this person's driving. The person may be asked: Do you have a valid driver's license? What is your driving record? Are you able to drive for up to 3 hours at a time, as this job often requires? In other words, the same questions you would ask of someone with two arms.

Reasonable Accommodations:

● This is defined as "any change in the work environment or in the way things are usually done that results in an equal employment opportunity for an individual with a disability." Accommodation is not intended to force any business or organization to lower its standards. Instead, ADA is simply requiring that we supply all workers with the "tools" needed to do the job, whether they be disabled or non-disabled. Examples of reasonable accommodation include:

- Making the work area accessible
- Job restructuring
- Part-time or modified work schedules
- Acquisition or modification of equipment or devices
- Appropriate adjustment or modifications of examinations, training materials or policies
- Provision of qualified readers or interpreters
- Permitting use of accrued paid leave or additional unpaid leave for necessary medical treatment
- Providing reserved parking spaces or personal assistants
- Making employer-provided transportation accessible
- Provision of braille or large print handbooks

- Reasonable accommodation is required unless the employer can demonstrate that the accommodation would impose an "undue hardship" on the operation of the organization or business. "Undue hardship" is defined as: An action that is excessively costly (in relation to the financial resources of the employer), extensive, substantial, disruptive or that would fundamentally alter the nature or operation of the organization.

- Applicants are consulted regarding the type of accommodation that will enable them to perform the essential functions of the job. Remember that not all accommodations fit all disabilities. Don't assume you know what help a person might need -- ASK! Persons with disabilities are quite capable of saying what they need and what they can and cannot do.

- Not all accommodations are expensive. But if cost is the undue hardship, other funding sources, tax credits/deductions are sought. The applicant is given the opportunity to pay for the portion of cost that constitutes an undue hardship. In many cases, individuals already own the type of equipment they need to accommodate their disabilities, so discuss this issue openly.

- Suggested steps to identify and provide reasonable accommodation:

1. Identify barriers to equal opportunity, including distinguishing between essential and non-essential job tasks. Seek the cooperation of the disabled individual to determine his/her abilities and limitations. Identify job tasks or work environment elements that will prevent the individual's performance.

2. Identify possible accommodations, seeking assistance of the person with the disability, or consulting with state or private agencies.

3. Assess the reasonableness of possible accommodations: effectiveness, cost, other hardship.

4. Implement the accommodation most appropriate for the employee which does not impose an undue hardship.

(Note: Documentation of this process is critical, in order to justify any decision to screen out an applicant.)

- Organization-wide guidelines are established to ensure a consistent level of accommodation across all jobs. This might include establishing a dollar-figure above which accommodations becomes an "undue hardship" on the organization.

Other Guidelines for Compliance:

- Priorities for barrier removal are:
 1. Access to the facility from the public sidewalk, public transportation, or parking.
 2. Access to areas where services are delivered.
 3. Access to restroom facilities.
- Permanent signage uses simple, concrete language, commonly accepted symbols, large print and is easy to understand.
- Alarm systems enable people with hearing/vision impairments in the facility to be alerted and respond in an emergency.
- In cases where barrier removal is not readily achievable, alternative steps have been taken to make services accessible to and usable by individuals with disabilities.
- No fee is imposed on a person with a disability for measures taken to ensure equal access, including barrier removal and provision of auxiliary aids/services to ensure effective communication.
- Phone service includes TDD for people with hearing impairments.
- If toll-free telephone service is offered, toll-free service is also available for persons with hearing impairments.
- Information routinely provided for the public and in meetings is available in alternative formats (e.g., simple concrete language and/or pictorial formats, large print, braille or audio versions, video with closed captions, etc.)
- The public is informed of the availability of these alternative formats/services.

Volunteer Coordinators Speak...

"Consider first the person. Allow them to set limitations from their own knowledge."

"All humans have limitations in one area or another and we should place all volunteers in areas to minimize these limitations -- our job is to place people where they can do, not cannot do."

"Volunteer administrators, by virtue of their work, should have achieved a level of consciousness which permits an objective evaluation of each candidate based on the individual's own merit, rather than on some preconceived notions based on stereotypes. By retaining that objectivity, the door is opened to a whole new experience in working with persons with (disabilities) and their involvement is limited only by the constraints of our own creativity."

(Helen G. Lacatis Levine, CAVS, "Handicap-italizing on a New Volunteer Resource", The Journal of Volunteer Administration, Summer 1983.)

EXAMPLES OF VOLUNTEERS WHO HAVE DISABILITIES

Tom makes calls to ask for tax-deductible contributions for the city's animal rescue unit. He is blind, and uses his braille writing unit to record notes so he can answer questions from callers.

The colorful flower beds of the local community center are maintained by *Bill*, who has a learning disability.

Mary designed a graphic arts campaign to publicize the town's expanded library services. She is deaf.

A town's board of supervisors asked the local volunteer center to do a study of how volunteers could be mobilized to help compensate for recent budget cuts. The statistical pieces of the study were compiled by *Sam*, who has speech and mobility difficulties due to cerebral palsy.

Marty loves children and volunteers as a child care assistant at a community day care facility. He is mildly retarded.

The bookkeeping office of a hospital relies on *John* to handle the bulk of their copying work. He has a severe learning disability.

Kelly teaches children with disabilities how to succeed in a non-disabled world. She has multiple sclerosis.

Rita maintains the mailing list for a small state agency, and files materials in their resource library. She has been hospitalized for emotional problems, and has never held a paid job.

Anne is a receptionist, greeting newcomers to a mental health clinic. She is a wheelchair user.

SOME PRACTICAL TIPS

*(Based on: "Volunteers Who Happen to Be Disabled",
President's Committee on Employment of the Handicapped)*

1. Be sure you are actively inviting those who you want to involve as volunteers. Use newsletters that reach people with disabilities. Contact the independent living projects and rehabilitation services in your community to find out what communication vehicles are available.
2. Be aware that people with mobility problems may need other adaptations besides ramps. If they are in a wheelchair, it may require that a desk be raised up on blocks of wood so the chair can slide under it. Slippery floors and rugs that don't lie flat may be barriers to people with braces, walkers or crutches. If you have a water fountain, you may wish to add a paper cup dispenser.
3. Stall doors in restrooms can be replaced with curtains if the door proves to be problematic for wheelchairs.
4. Most people with visual impairments do not read braille, so explore the local resources for putting your material on tape. There are local and state agencies which can help with this, and which may also provide tape players on loan. Braille can be produced using a personal slate and stylus which is easily transported in a pocket or purse. A braille writer -- similar to a typewriter and often less expensive -- provides a faster method for use in offices. Consider making braille labels out of laminating plastic, and placing them on elevator buttons, restroom and office doors, computers, etc.
5. Do you have the capability to receive calls from deaf people using the TTY (teletype) or TDD (telecommunications for the deaf) system? There are several options for integrating these into your existing phone system -- and small organizations who are located in the same building can collaborate on a shared TDD system to save money. How about offering a basic sign language class for your staff, so everyone can extend at least a minimum "welcome" to deaf persons? Consider recruiting at least two volunteers with hearing impairments as you begin integrating them into the agency; this may help them feel less isolated.
6. We all experience communication difficulties at one time or another, and being with someone who has a speech disability often make us feel uncomfortable or embarrassed. Nervousness is natural, but impatience and fear on the part of non-disabled persons only makes the problem worse. If we relax, take the time to listen carefully, refrain from interrupting, and maintain a desire to communicate, the barriers to understanding each other will be reduced. It is alright to ask that words and phrases be repeated; the person with the speech disability knows s/he is hard to understand, and will gladly work with you to overcome the problem.

7. The fact that volunteers can see does not necessarily mean they can understand written information, and the fact that they have normal hearing does not mean they can understand verbal information. Most of us have our own preferences for how we receive information, but persons with learning disabilities have difficulty processing information. This means that a particular type of communication -- written, verbal, graphic or numerical -- may be easier or harder for them to understand. Ask them how they prefer to communicate.

8. Almost 90% of those individuals with mental disabilities are minimally to moderately retarded and are very capable of learning many productive skills. They may often be more dependable than volunteers who have more options, and view routine tasks as a way to prove they worth. When giving instructions, the language must be concrete and specific, not vague and indirect. (i.e. "I'd like you to put these pages together like this and staple them in the corner" -- instead of "Can you collate this manual for me?") Set up a sequence of simple tasks, and even the big jobs will get done competently and cheerfully.

RESOURCES FOR IMPLEMENTING THE ADA IN VIRGINIA

Regulations

ADA Regulations for Employment
EEO Commission
1801 L Street, NW, Room 9024
Washington, DC 20507
(800) 669-3362 (VOICE)
(800) 669-3302 (TDD)

ADA Regulations for Public Accommodation
U.S. Department for Justice
P.O. Box 66188
Washington, DC 20530-6118

General Information

Department for Rights of Virginians
with Disabilities
101 N. 14th Street, 17th Floor
Richmond, VA 23219
(804) 225-2042 (VOICE/TDD)

The President's Commission on Employment
of People with Disabilities
1331 F Street, NW
Washington, DC 20004-1107
(202) 376-6200 (VOICE)
(202) 376-6205 (TDD)

National Center for a Barrier Free
Environment
1140 Connecticut Ave., NW, Suite 1006
Washington, DC 20036
(202) 466-6896

Building Codes and Transportation

Virginia Department of Housing and
Community Development
205 N. Fourth Street
4th Street Office Building
Richmond, VA 23219
(804) 786-1575

Architectural and Transportation
Barriers Compliance Board
1111 18th St., NW, Suite 501
Washington, DC 20036
(202) 653-7834 (VOICE/TDD)

Job Accommodation

General

Richmond Goodwill Industries
2520 East Broad St.
Richmond, VA 23223
(804) 643-6734

Job Accommodation Network
P.O. Box 468
Morgantown, WV 26505
(800) 526-7234 (VOICE/TDD)

VA Department of
Rehabilitative Services
4901 Fitzhugh Ave.
Richmond, VA 23230
(804) 552-3962 (VOICE/TDD)

Braille/Large Print Info.

VA Department for the
Visually Handicapped
397 Azalea Ave.
Richmond, VA 23227
(804) 371-3140 (VOICE/TDD)
(800) 622-2155 (VOICE/TDD)

Telecommunication & Closed Captioning

VA Department for the Deaf &
Hard of Hearing
Washington Bldg., 12th Floor
100 Bank St.
Richmond, VA 23219
(804) 225-2570 (VOICE/TDD)
(800) 552-9717 (VOICE/TDD)

Telecommunication Relay Center
(800) 828-1120 (TDD/PC)
(800) 828 1140 (VOICE)

Assistive Technology

VA Assistive Technology Systems
VA Department of Rehab. Services
4901 Fitzhugh Ave.
Richmond, VA 23230
(800) 552-5019