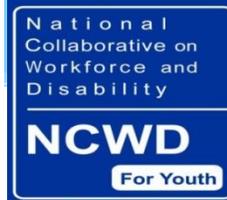


Disclosing Disability: What You Need to Know

A Session for Jobseekers, Employees, & Employers Co-Sponsored by:



ODEP
Office of Disability
Employment Policy



Today's Agenda

- * Welcome
- * The Policy Behind Disclosure – Maria Town, Policy Advisor, Office of Disability Employment Policy, US Department of Labor
- * Making Decisions about Disclosing Disability – Jennifer Thomas, Youth Development Specialist, Institute for Educational Leadership
- * Accommodations in the Education Sector – Lou Orslene, Co-Director, Job Accommodation Network
- * Questions?



Nikki Swan –
Community College Teacher and Master's Degree
Candidate

The Policy Behind Disclosure

Maria Town

Policy Advisor

US Department of Labor

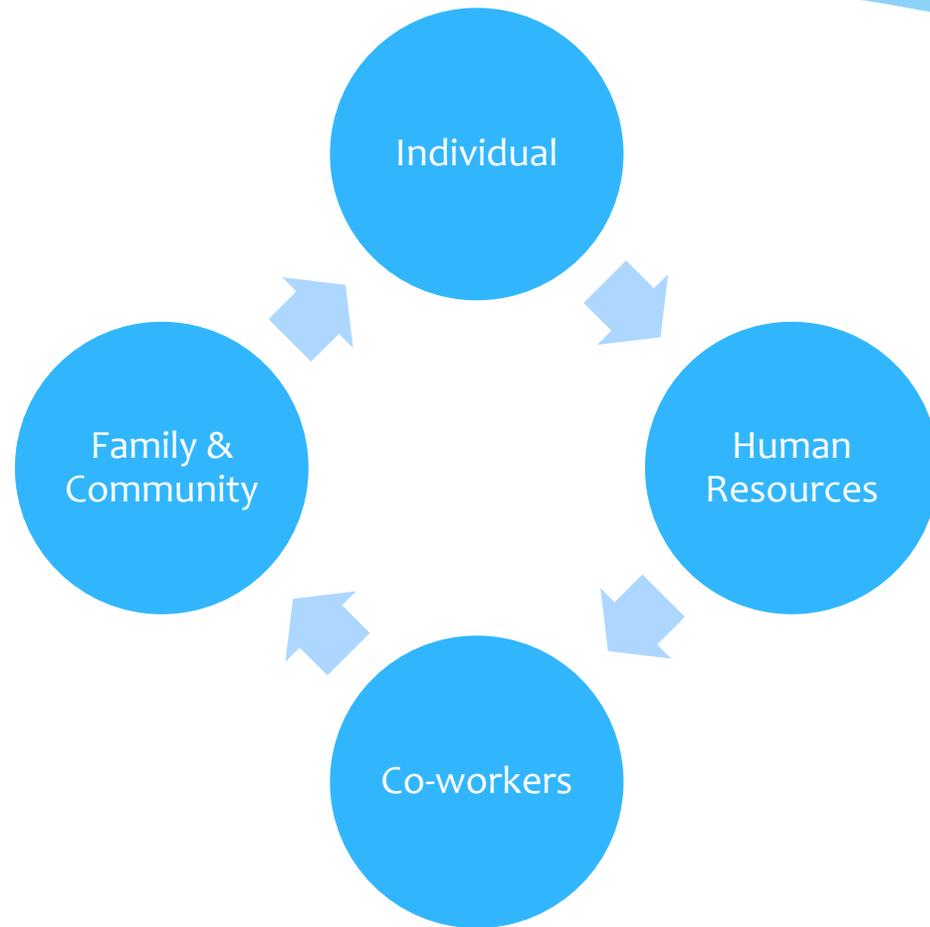
What is Disclosure?

- * Disclosure – intentionally revealing personal information about yourself for a specific purpose.
- * One of the most personal decisions an individual with a disability can make whether or not to tell someone about his/her disability.

Why is disclosure important?

- * The Americans with Disabilities Act (ADA) – Civil rights legislation that prohibits discrimination on the basis of disability
- * The ADA requires disclosure of a disability is required to secure “reasonable accommodations” in the workplace and in post secondary education.
- * If someone does not need accommodations, it is not necessary to disclose.

Who Plays a Role in Disability Disclosure ?



Many people play a role in influencing disability disclosure.

Differences between Education and Employment

- * Disability disclosure occurs differently in secondary education and employment/ post secondary education
- * Individuals with Disabilities Education Act vs. the Americans with Disabilities Act
 - * Entitlement vs. Eligibility

Disclosure Success

- * “I used to be ashamed about my disability and the fact that I couldn’t read very well or very fast ,but as I have gotten older, I know that I need to explain how I work and learn best to my boss. Now, I feel like I am a good employee.”

Contact Information

- * Maria Town
- * Office of Disability Employment Policy
- * US Department of Labor
- * Town.maria.m@dol.gov
- * 202-693-7845

Making Decisions about Disability Disclosure

National
Collaborative on
Workforce and
Disability

NCWD

For Youth



Navigating the Road to Work

Making the Connection between
Youth with Disabilities & Employment

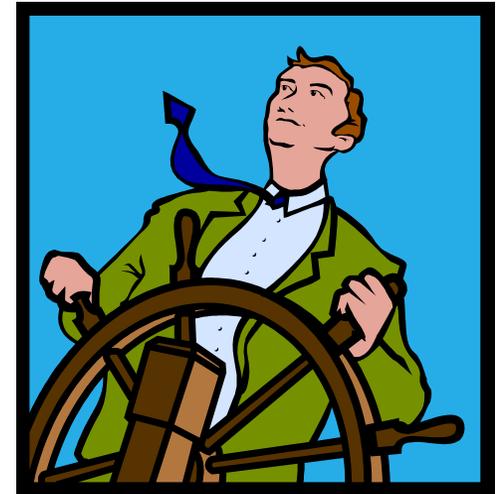
Jennifer Thomas
National Collaborative on
Workforce & Disability for Youth

How to Decide

- Goals (long-term and short-term)
- Informed choice
- Respect
- Values

Self-Determination

Self-determination is the desire, ability, and practice of directing one's own life.



Key Issues of Disclosure



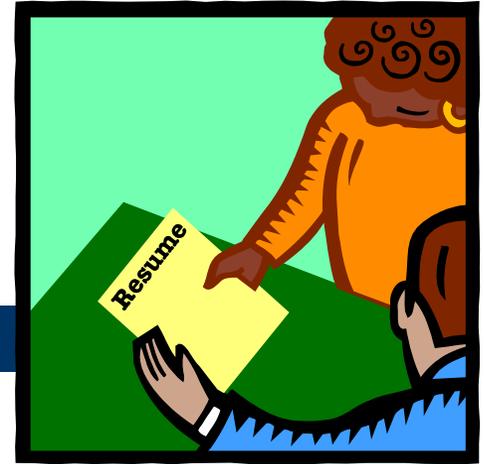
- Where to disclose?
- When to disclose?
- Whom to disclose to?

Work



- Career Counselors
- Disability-specific adult employment services personnel
- One-Stop Career Center personnel
- Prospective employers or human resources personnel
- Workplace mentors

Disability Inquiries



- The question of whether it is legal to ask disability-related questions turns on whether an agency is
 - providing general services,
 - providing employment-related training, or
 - acting as an “employment agency.”
- Most important differences are:
 - what disability-related questions you can ask a customer
 - what you do with the information you obtain in response to these inquiries

For more info, see *Disability Inquiries In The Workforce Development System*
www.ncwd-youth.info/information-brief-09



Disability Inquiries

- In the pre-offer stage a potential employer may ask the jobseeker:
 - if she/he can satisfy the physical requirements of a job.
 - to describe or demonstrate how she/he would perform job tasks (if asked of all applicants).
 - if accommodations are needed for the application process.
 - for reasonable documentation of a disability before providing accommodations.



Disability Inquiries

- In the post-offer, pre-hire stage a potential employer may ask the jobseeker disability-related questions and require medical exams (even if unrelated to job) if:
 - All entering employees in the same job category are subjected to the same questions/exams, regardless of disability

AND

- All information obtained through these questions/exams is kept confidential

Cyber Disclosure

Many employers and recruitment agencies use internet search engines and read social-networking-sites, websites, and blogs to learn more about job applicants. This is why it is important to be aware of the information about you that is available to the public on the internet.



**CYBER DISCLOSURE
FOR YOUTH WITH
DISABILITIES**

Introduction

This document is a supplement to The 411-Your Rights Manual: Disability Disclosure: A Handbook for Youth with Disabilities, which helps youth learn about disability disclosure and what it means for them. Since the booklet was written in 2005, there have been many advances in technology that have changed what youth need to know about disability disclosure.

Search sites like Google, social networking sites like Facebook, and micro-blogging sites like Twitter have added a new element to disclosure: Now it is possible to disclose your disability on the Internet without even being aware of it. This can be as simple as a picture of you using a wheelchair, a comment on your friend's blog about disability, or your profile posted on a disability organization's website. The goal of this document is to provide you with suggestions about how to make an informed decision about your own disability disclosure and to manage your disclosure online.

Definitions

- **Disclosure:** the process of intentionally releasing personal information about yourself for a specific purpose.
- **Social Networking Sites (SNS):** web-based services that allow individuals to: (1) connect a public or semi-public profile within a system; (2) build a list of other users with whom they share a connection; and (3) view their list of connections and those made by others within the system.
- **Accommodation:** an adjustment to an environment, which makes it possible for youth with disabilities to participate equally.

Why Disclose Purposefully?

In high school you may have had an Individualized Education Plan (IEP) team to help you decide what accommodations and modifications you need to be successful in school. However, in the adult world the only way to get the accommodations you need is to

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Cyber Disclosure



- Advantages and Disadvantages
- Disclosure by Others
- Accidental Self-Disclosure
- Controlling Your Digital Presence

Post-Secondary School



- Professors, Teacher Assistants, etc.
- Counselors/Advisors
- Disability Support Services

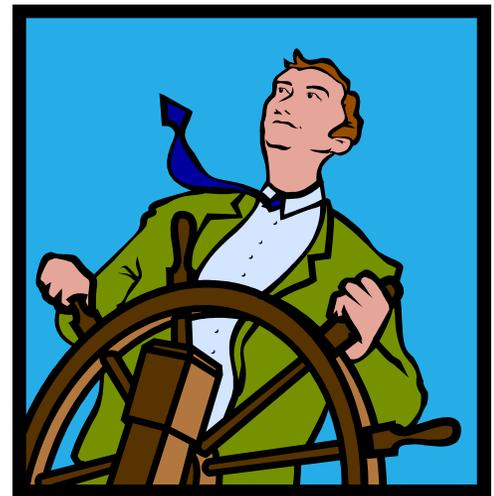
Social Settings



- Friends
- Relatives
- Owners or staff members of various businesses
- Public transportation staff
- Parks and recreation staff
- Events coordinators
- Mentors/Role Models

Why is Understanding Disclosure Important?

- Get a clear understanding of rights and responsibilities
- Help make informed decisions about disclosing disability that will effect educational, employment, and social lives.
- To get the services needed!!!
- Self-identity ties into the disability history, culture, and community piece
- Advantages and disadvantages to making this decision.



Disclosure Beyond Just Services

- Enables youth and adults with disabilities to:
 - Know their history
 - Own their Culture
 - Connect to their Community

National Consortium on Leadership and Disability|for Youth



Waltke Darr

DISABILITY HISTORY TIMELINE: Resource and Discussion Guide

This disability history timeline is designed to help you learn about the rich history of people with disabilities. If you have a disability, this is about your history, but it may not be the history you know. Increasing your knowledge of disability history will help you inspire and lead others by telling the diverse stories of the many who have gone before. Starting shortly after the United States was founded, the disabilities timeline features examples of the remarkable diversity, creativity, and leadership that has shaped the disability community up through today.

NCLD Youth

Note: Although designed for youth and emerging leaders with disabilities, the Disability History Timeline and related activities can be used to educate a broader audience. For example, the materials may be useful for training service providers on the importance of educating youth with disabilities about their history or as an orientation for program staff before working with youth with disabilities.

NAME:

Resources

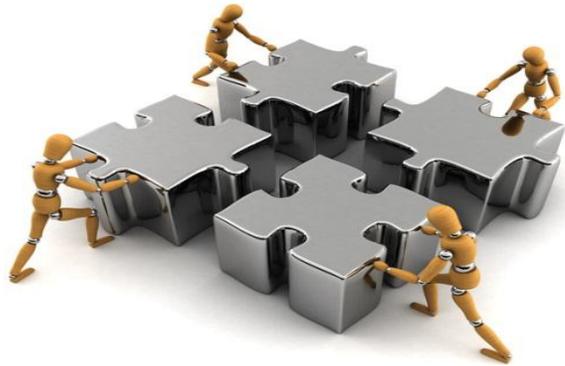


- National Collaborative on Workforce and Disability for Youth www.ncwd-youth.info
- DOL's Office of Disability Employment Policy www.dol.gov/odep
- Job Accommodation Network www.askjan.org
- Disability.gov (search "disclosure")

Contact Information

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www.ncwd-youth.info
www.dol.gov/odep



JAN

Job Accommodation Network

Practical Solutions • Workplace Success

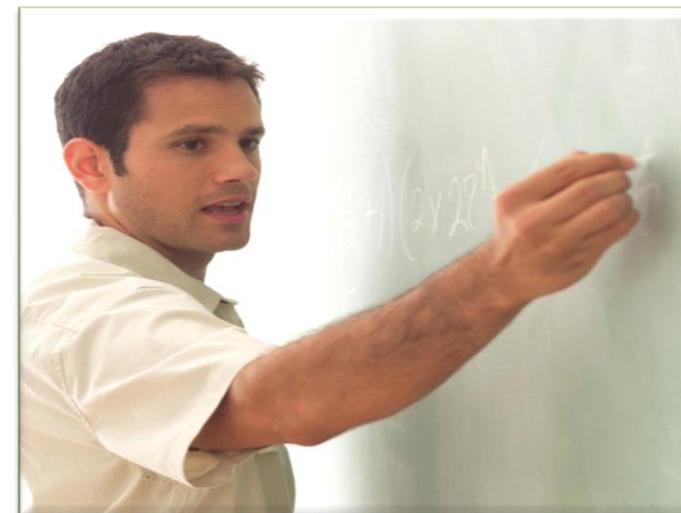
Education Accommodations

Lou Orslene, MSW, MPIA, CPDM, JAN Co-Director

Motor/Mobility Impairments

Difficulty:

- Standing in front of class
- Bending to assist students/perform tasks
- Sitting for long periods of time at desk
- Moving around room, building, or grounds
- Writing on chalkboard
- Writing on papers
- Keyboarding



Sensory Impairments

Difficulty:

- Obtaining information from computer screen or papers due to low or no vision
- Communicating with others due to hearing loss or no hearing
- Accessing information from video
- Responding to fire and emergency signals
- Speaking loudly enough for others to hear
- Allergies to chalk
- Sensitivities to cleaning agents, smoke, pesticides, perfumes, paint, carpet, and other building furnishings

Mental Health Impairments

Difficulty:

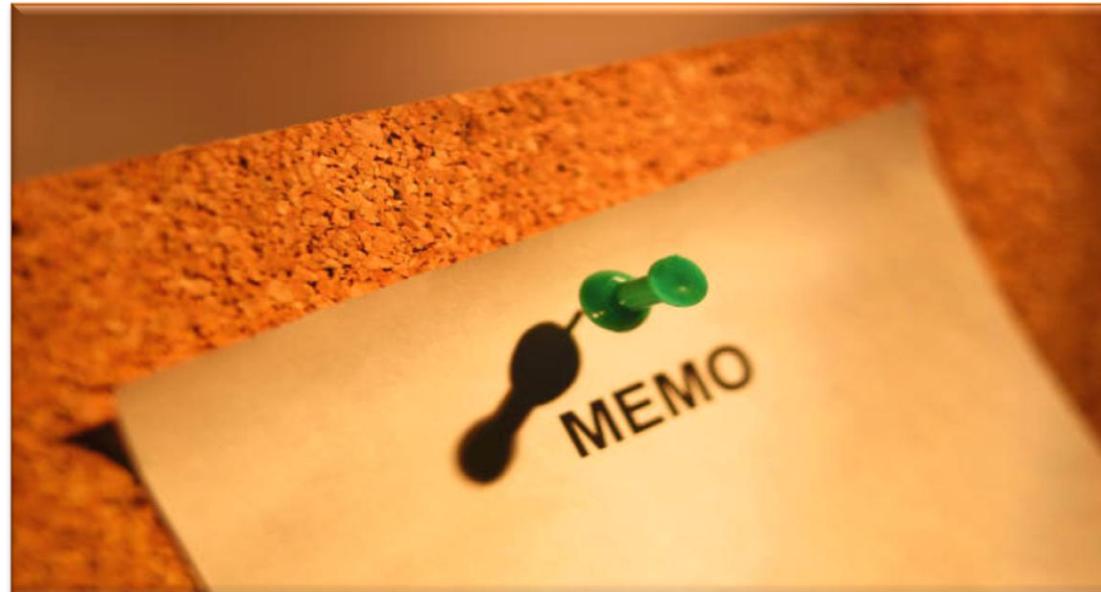
- Handling stress, emotions, and change
- With organization, staying on task, finishing paperwork, managing time



Cognitive Impairments

Difficulty:

- Concentrating
- Memory deficits



Eight Types of Accommodations

1. Purchasing or Modifying Equipment or Products
2. Making Work-site Accessible
3. Job Restructuring
4. Modifying Schedule and Allowing Leave Time
5. Modifying Methods (e.g., tests, communication, training)
6. Modifying Policies
7. Providing Readers and Interpreters
8. Reassignment

Situations and Solutions: From Higher Education To Job Seeking

Practical Solutions • Workplace Success

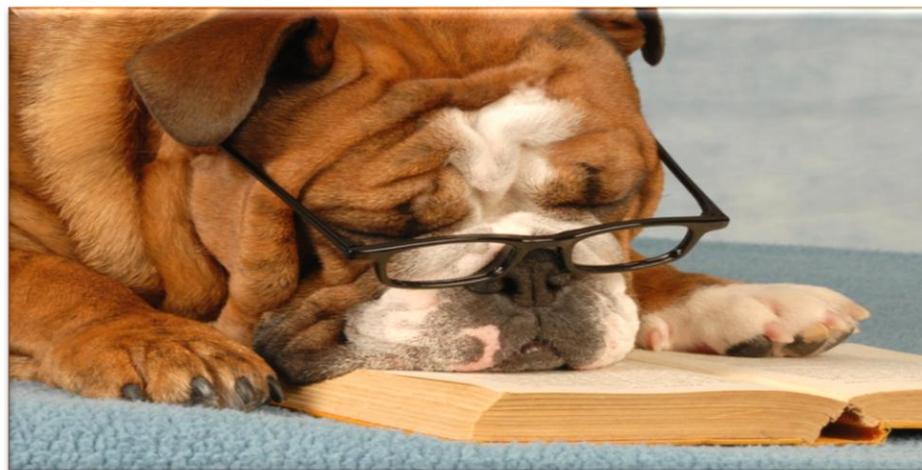
Example

A newly hired teaching assistant with a seizure disorder used a service animal to alert her that a seizure was coming on. She asked to be allowed to bring the service animal to work. The school had a “no animal” policy.



ACCOMMODATION:

The school allowed the assistant to bring her service animal to work and to keep it with her in her classroom. She was also provided breaks to take the service animal outside and given the opportunity to educate coworkers about the use of service animals.



Example

A student with fragrance sensitivity asked the school to implement a fragrance ban for all employees, students, and visitors.



ACCOMMODATION:

The school implemented a voluntary fragrance-free policy and posted notices around the school, but refused to make the policy mandatory.



Example

A graduate student who used a wheelchair was unable to reach up high enough to write on the chalkboard/whiteboard.



ACCOMMODATION:

The student was allowed to enter the information into a laptop computer, and then use a PC projection system that projected the written information onto a screen or wall, negating the need to write on the board.



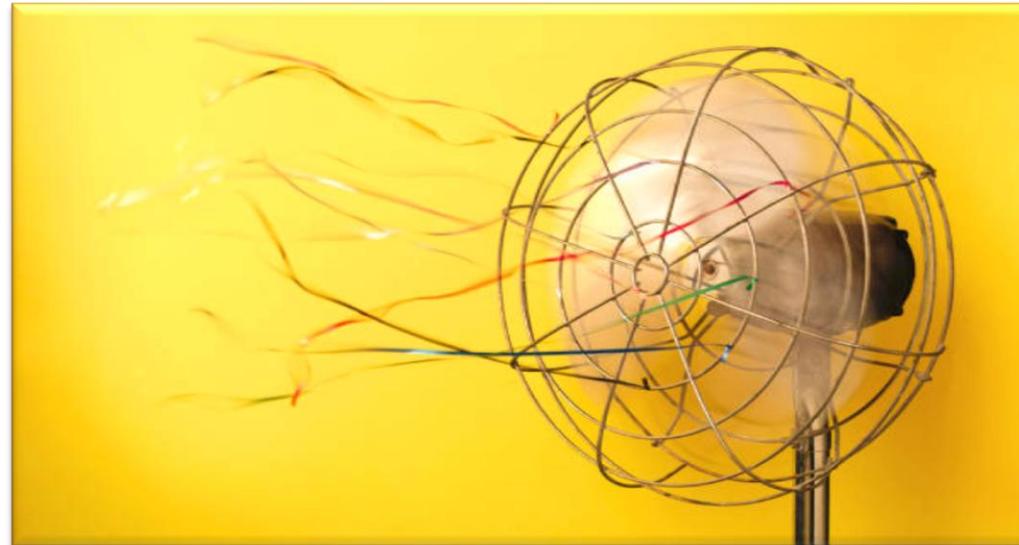
Example

A student worker with ADD was having problems with concentration due to the noise outside the office.



ACCOMMODATION:

His school provided him with soundproofing and a floor fan for white noise.



Shedding Light On: Disclosure



Education Accommodations

Contact

- (800)526-7234 (V) & (877)781-9403 (TTY)
- AskJAN.org & jan@askjan.org
- (304)216-8189 via Text
- janconsultants via Skype



A screenshot of the JAN website homepage. The header includes navigation links: ADA LIBRARY, PUBLICATIONS AND RESOURCES, SEARCH ACCOMMODATIONS DATABASE, A-Z OF DISABILITIES AND ACCOMMODATIONS, and NEWS. Below the header is a search bar and utility links like 'Hot Topics', 'JAN en Español', 'Print this Page', and 'Text Size'. The main content area features a 'ASK JAN' section with a photo of a man at a desk and a 'MEET THOMAS' button. To the right is a 'Connect with JAN' section with contact information and social media links. Below that are sections for 'FOR EMPLOYERS', 'FOR INDIVIDUALS', and 'FOR OTHERS'. The footer contains 'About JAN', 'Frequently Asked Questions', and 'Training' dropdown menus, along with logos for ODEP and the U.S. Department of Labor, and a 'What can YOU do?' campaign logo.