

## **SLIDE 1:**

### **To Disclose or Not to Disclose: Preparing Youth to Talk About Disability**

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## **SLIDE 2:**

### **Overview**

- ADA Basics –a brief review
- Simply the ADA Packet –focus on employment
- ADA Overview
- Requesting and Negotiating A Reasonable Accommodation
- Disclosure Decision Worksheet
- Making Choices, Getting Ready
- Different Ways to Use Your Tools
- Resources

## **SLIDE 3:**

### **Why Talk About the ADA?**

- Civil Rights
- Self-Advocacy
- Education
- Employment

## **SLIDE 4:**

### **IDEA, 504, ADA**

IDEA = Entitlement.

504 and ADA = Civil Rights.

“The ADA will ensure that people with disabilities are given the basic guarantees for which they have worked so long and so hard: independence, freedom of choice, control of their lives, the opportunity to blend fully and equally into the rich mosaic of the American mainstream.” –GEORGE H.W. BUSH –

## **SLIDE 5:**

### **Disclosure—What is it?**

- To intentionally release personal information about yourself for a specific purpose.
- One of the most personal decisions a youth with a disability makes is whether or not to tell someone about his or her disability.

## **SLIDE 6:**

### **THE ADA: Definition of Disability**

## **SLIDE 7:**

### **ADA: Definition of Disability**

Based on the 1973 Rehabilitation Act

1. An individual who has a physical or mental impairment that substantially limits one or more major life activities.
2. An individual who has a record of such an impairment.
3. An individual who is regarded as having such an impairment.

## **SLIDE 8:**

### **Major Life Activities**

Activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- Operations of major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

## **SLIDE 9:**

### **Embedded Ableism**

A mindset and approach that assumes people with disabilities are abnormal or “less than” can be deeply rooted in individuals and systems.

## **SLIDE 10:**

### **Title I: Employment**

## **SLIDE 11:**

### **Qualified Individual with a Disability**

A qualified individual with a disability “satisfies the requisite skill, experience, education and other job-related requirements of the employment position...and, with or without reasonable accommodation, can perform the essential functions.”

## **SLIDE 12:**

### **Essential Job Functions**

- What makes a job function essential?
- Job exists to perform the function
- Limited number of workers to perform the function
- Level or type of expertise or skill needed

## **SLIDE 13:**

### **Reasonable Accommodation**

Title I: Employment

## **SLIDE 14:**

### **Reasonable Accommodation**

- What is it?
- Who is entitled to it?
- What triggers an employer's obligation to consider it?
- How does an employer decide what to do?

## **SLIDE 15:**

### **What is Reasonable Accommodation**

A modification, adjustment, allowance, or provision that facilitates an equal employment opportunity for a worker with a disability.

- Applying for a job
- Performing essential job duties
- Accessing benefits and privileges of the job

## **SLIDE 16:**

### **Reasonable Accommodation: Examples**

- Schedule adjustments or time off
- Equipment, assistive technologies, making facilities accessible
- Exchanging marginal job tasks
- Adjustments in the work environment (e.g., lighting, temperature, air quality, noise)
- Adjustments in communication or supervisory methods
- Reassignment to vacant job

## **SLIDE 17:**

### **Reasonable Accommodation: What is it NOT?**

- Eliminating essential functions of the job
- Lowering productions standards
- Providing personal items (items that an employee uses on and/or off the job)
- Indefinite leave
- Allowing direct threat
- Undue hardship

## **SLIDE 18:**

### **Undue Hardship**

Means “significant difficulty or expense in, or resulting from, the provision of the accommodation,” including “any accommodation that would be unduly costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation” of the covered Entity.

## **SLIDE 19:**

### **Who is Entitled to Reasonable Accommodation?**

- A qualified applicant or employee (full-or part-time, seasonal, temporary, etc.) with...
  - A disability
  - A record/history of disability
- Individuals who are QUOTE: regarded as UNQUOTE having a disability are not entitled to reasonable accommodation

## **SLIDE 20:**

### **How Does it Work?**

**Applicant/Employee**

interact

**Employer**



## **SLIDE 21:**

### **The Interactive Process**

#### **Applicant/Employee**

- Make request
- Provide medical documentation if needed
- If possible, offer accommodation ideas and options
- Implement
- Revisit if necessary

#### **Employer**

- Review request
- Request medical documentation if needed
- Determine disability
- Explore/investigate options
- Decide on option(s)
- Implement
- Monitor

## **SLIDE 22:**

### **Individual Solutions**

Reasonable accommodation depends on the nature of ...

- The job
- Application process
- Essential functions
- Benefits and privileges
- The specific limitations and needs of the individual applicant or employee

## **SLIDE 23:**

### **Let's Get this Process Started**

- Individual must request accommodation.
- Formal request or specific language is not necessary, but the individual must let employer know he needs something from the employer because of a disability, health condition, etc.

## **SLIDE 24:**

### **Medical Documentation**

- Employer can require documentation from a qualified professional to verify disability and need for accommodation, unless both things are obvious.
- Including during the pre-offer stage, if an applicant requests accommodation for the job application process, pre-offer tests, etc.

## **SLIDE 25:**

### **Sometimes it's Simple**

- Many requests for accommodations come from workers with known or obvious disabilities, who ask for simple, common-sense things, and such requests are often quickly and easily implemented.
- Some situations are more complex...

## **SLIDE 26:**

### **Interact! Communicate and Collaborate**

## **SLIDE 27:**

### **Disclosure**

You are not required to disclose disability prior to beginning work. You can disclose anytime during your employment career.

## **SLIDE 28:**

### **Effective Disclosure**

- Not essential to divulge specific personal information about your disability—a “need to know” approach to sensitive information.
- Explain how your disability affects your capacity to learn and perform effectively.
- Describe the environment, supports, and services needed in order to access, participate in, and excel in your job, studies, and community.
- Provide creative suggestions for accommodations.

## **SLIDE 29:**

### **Advantages to Disclosing**

- Legal protection against discrimination.
- Obtaining accommodations (one must disclose disability-related needs to receive accommodations).
- Disclosure may open opportunities to participate in and succeed at activities previously considered “inappropriate” or “impossible.”
- Seeking help after a problem arises often leads to awkward and difficult situations.
- Disclosure allows a youth to involve professionals in the learning of skills and the development of accommodations.



## **SLIDE 30:**

### **Consequences of Not Disclosing:**

- Not performing at your best.
- Falling behind in your work load.
- Increasing stress of not using the accommodations you had become accustomed to, or need.

## **SLIDE 31:**

### **What to Disclose**

- That you have a disability
- That you need an accommodation
- How your disability affects your ability to perform
- What accommodations have worked in the past
- What you anticipate needing now

## **SLIDE 32:**

### **Disclose Only Enough to Justify the Accommodation**

- You do not have to disclose all of your disabilities.
- Only disclose the disability that impacts on the accommodation you need, and then only to the extent it is needed for the accommodation.

## **SLIDE 33:**

### **When to Disclose**

- In a cover letter or application, if it would be beneficial.
- Before an interview, if you need an accommodation.
- At the interview, if deemed helpful to dispel doubts about ability to perform.
- After you have a job offer.
- Before any drug testing for illegal drugs.

- During the course of employment.
- Never.

## **SLIDE 34:**

### **Know What Accommodations You Need**

- Review what has worked in the past.
- Determine what other procedures or devices might be of assistance.
- Emphasize how an accommodation will assist you in performing your job.

## **SLIDE 35:**

### **Interview Process**

- Be very positive about your skills and abilities.
- Be prepared to answer how you can do the job.
- Discuss examples of how you have done similar activities.

## **SLIDE 36:**

### **Interview Process**

- Decide ahead of time if you are going to disclose your disability.
- If you have a visible disability, consider discussing how you have learned to perform the required tasks.

## **SLIDE 37:**

### **Potential Pitfalls**

- Requesting accommodation too late.
- TMI disclosing disability when it's not necessary or providing too much information about your disability.
- Not providing enough information.
- Being unclear and unprepared.

## **SLIDE 38:**

### **Equal Opportunities for Education**

- Non-discrimination
- Reasonable modifications of policies, practices, procedures
- Auxiliary aids and services for effective communication—Sign language interpreters, assistive listening devices, materials in accessible formats (including websites, online courses, etc.)

## **SLIDE 39:**

### **Resources: Tools and Information**

## **SLIDE 40:**

### **Requesting and Negotiating a Reasonable Accommodation**

1. How
2. Who
3. Why
4. Follow-up
5. Monitor

## **SLIDE 41:**

### **Making Choices, Getting Ready**

- Self-rating checklist format
- To prepare a client for a disability-related conversation with an employer or potential employer
- Addresses legal, practical, and human aspects of the conversation

## **SLIDE 42:**

### **Disclosure Decision Worksheet**

- Tool for working through disclosure options
- Flow chart format to cover all bases
- Can be used multiple times

## **SLIDE 43:**

### **Ways to Use the Tools**

- Home
- Community

## **SLIDE 44:**

### **Communication: Key to Accommodation**

- Students and employees must disclose disability and request accommodations.
- Documentation of disability may be needed if disability and/or need is not obvious.

## **SLIDE 45:**

### **ADA Research Findings**

- Focus Group Study – 42 youth, a variety of disabilities, in three different states
- Tell us about your employment experience
- Identified barriers and facilitators to employment for youth
- Five themes emerged –stigma, disability condition, workplace supports/accommodations, anxiety, self-issues
- Knowledge of the ADA

## **SLIDE 46:**

### **How Can We Help Clients?**

- Start ADA education early, keep it on the radar throughout transition planning and preparation
- Practice disclosing and requesting an accommodation
- Revisit and discuss missteps

## **SLIDE 47:**

### **How Can We Help Employers?**

- Encourage them to be proactive
- Establish and communicate policies, procedures, and requirements
- Internally and to the public
- Train and support employees
- Identify essential requirements of activities, tests, jobs, etc. and purpose of methods
- Collaborate while respecting confidentiality
- Create inclusive spaces, materials, and activities

## **SLIDE 48:**

### **Civil Rights**

Accommodations should assure equal opportunities, not guarantee success.

## **SLIDE 49:**

### **Job Accommodation Network (JAN)**

- JAN ([www.askjan.org](http://www.askjan.org))
- JAN's website home page

## **SLIDE 50:**

### **ADA National Network**

Ten regional centers  
[www.ADAta.org](http://www.ADAta.org)  
1-800-949-4232

## **SLIDE 51:**

### **Mid-Atlantic ADA Center**

- Information
- Guidance
- Training
- Materials
- Newsletter and E-Bulletin
- Speak to an ADA Information Specialist Toll-free: 800-949-4232
- Website: [www.ADAinfo.org](http://www.ADAinfo.org)

## **SLIDE 52:**

### **Join the Fun on Social Media!**

Facebook/TransCenInc  
Twitter @TransCenInc  
Instagram @transceninc

## **SLIDE 53:**

### **Thank You!**

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## **SLIDE 54:**

### **TransCen On-Demand and Live Webinars**

<https://training.transcen.org>

View and register for upcoming and on demand webinars!

## **SLIDE 55:**

### **About TransCen**

TransCen, Inc. is a national organization offering web-based and in-person training for state agencies, school districts, provider organizations, and others interested in meaningful work and community inclusion for individuals with disabilities.

Learn more about our work: [www.transcen.org](http://www.transcen.org).

Contact us at [inquiries@transcen.org](mailto:inquiries@transcen.org) for more information!

## **SLIDE 56:**

### **Questions?**