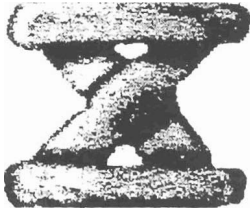


ACCOMPANYING MATERIALS

Written materials prepared to accompany *The Ten Commandments of Communicating with people with Disabilities* video are produced in a camera-ready format, to allow the purchaser to make crisp copies for use as overhead transparencies or handouts for various audiences. Each packet contains the following:

- ◆ Suggested Uses for This Video (inside front cover)
- ◆ Written Version of *The Ten Commandments of Communicating with People with Disabilities*
- ◆ Diversity & Sameness
- ◆ Myths & Facts (2 pages)
- ◆ The Power of Words (2 pages)
- ◆ Job Analysis (2 pages)
- ◆ Glossary of Commonly Used Terms (2 pages)
- ◆ Accommodations Get the Job Done (2 pages)
- ◆ Key Facts
- ◆ The Ten Commandments of Interacting with People with Mental Health Disabilities
- ◆ Resources You Can Use
- ◆ Publications & Resources
- ◆ Speakers Bureau (back inside cover)
- ◆ Tim Harrington—Speaker/Consultant (back outside cover)

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SUGGESTED USES FOR THIS VIDEO

HRD and training divisions can use the video in diversity training, new employee orientation, or customer service training.

Community groups can use it as an awareness tool to stimulate discussion related to how they can promote greater inclusion of people with disabilities.

Centers for Independent Living and other organizations can use the video for awareness and advocacy training.

- ◆ Job developers and trainers can use it to sensitize fellow employees or supervisors in businesses hiring people with disabilities.

Judges, lawyers and other legal professionals can share this tape with their staff to promote sensitive, respectful treatment of people with disabilities in the courtroom and out.

- ◆ Police and fire personnel, the medical community, transportation workers and other public entities (i.e., museums, parks and recreation, convention center authorities, etc.) can incorporate this video into their staff training sessions to promote greater sensitivity.

Grade school and high school teachers can share it with students to stimulate discussion and promote better communication with fellow students with disabilities.

- ◆ Universities can share it across all departments to promote greater awareness among tomorrow's professionals in all walks of life.

- ◆ Restaurants, retailers, hotels and other entities frequented by the general public can use it to encourage better communication with customers.

Churches, synagogues, mosques and temples can use it to promote greater participation and integration where people worship.

RELATED ACTIVITIES

For Use In Conjunction With *The Ten Commandments*

- ◆ Invite a speaker with a disability to answer questions about the video and to discuss how society's attitudes toward people have a profound impact on integration.

Organize a role-playing activity after the video, enacting situations which your audience members might encounter on the job and in their leisure activities.

Make a copy available to public and private libraries for people with disabilities to use to educate co-workers, community members, businesses they patronize, etc.

Show *The Ten Commandments* to reporters and others in the media (radio, TV, newspapers) and utilize the handouts to encourage changes in the words or language used by reporters in print and telecommunications.

The Ten Commandments of Communicating with People with Disabilities

I Speak directly rather than through a companion or sign language interpreter who may be present.

II Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.

III Always identify yourself and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.

• When dining with a friend who has a visual disability, ask if you can describe what is on his or her plate.

IV If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.

V Treat adults as adults. Address people with disabilities by their first names only when extending that same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulder.

VI Do not lean against or hang on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.

• And so do people with guide dogs and help dogs. Never distract a work animal from their job without the owner's permission.

VII Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.

VIII Place yourself at eye level when speaking with someone in a wheelchair or on crutches.

IX Tap a person who has a hearing disability on the shoulder or wave your hand to get his or her attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands, cigarettes and food away from your mouth when speaking.

• If a person is wearing a hearing aid, don't assume that they have the ability to discriminate your speaking voice.

• Never shout at a person. Just speak in a normal tone of voice.

X Relax. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Did you hear about this?" that seem to relate to a person's disability.

The Ten Commandments were adapted from many sources as a public service by United Cerebral Palsy Associations, Inc. (UCPA). UCPA's version of The Ten Commandments was updated by Irene M. Ward & Associates (Columbus, Ohio), also as a public service, and to provide the most current language possible for its video entitled, *The Ten Commandments of Communicating with People with Disabilities*.

The Ten Commandments

I Speak Directly

Use clear, simple communication. Most people, whether or not they have a mental health disability, appreciate it; and if someone is having difficulty processing sounds or information, as often occurs in psychiatric disorders, your message is more apt to be clearly understood. Speak directly to the person; do not speak through a companion or service provider.

II Offer to Shake Hands When Introduced

Always use the same good manners in interacting with a person who has a psychiatric disability that you would use in meeting any other person. Shaking hands is a uniformly acceptable and recognized signal of friendliness in American culture. A lack of simple courtesy is unacceptable to most people, and tends to make everyone uncomfortable.

III Make Eye Contact and Be Aware of Body Language

Like others, people with mental illness sense your discomfort. Look people in the eye when speaking to them. Maintain a relaxed posture.

IV Listen Attentively

If a person has difficulty speaking, or speaks in a manner that is difficult for you to understand, listen carefully—then *wait for them to finish speaking*. If needed, clarify what they have said. Ask short questions that can be answered by a “yes” or “no” or by nodding the head. Never pretend to understand. Reflect what you have heard, and let the person respond.

V Treat Adults as Adults

Always use common courtesy. Do not assume familiarity by using person’s first name or by touching their shoulder or arm, unless you know the person well enough to do so. Do not patronize, condescend, or threaten. Do not make decisions for the person, or assume their preferences.

VI Do Not Give Unsolicited Advice or Assistance

If you offer any kind of assistance, wait until the offer is accepted. Then listen to the person’s response and/or ask for suggestions or instructions. *Do Not* panic, or summon an ambulance or the police if a person appears to be experiencing a mental health crisis. Calmly ask the person how you can help.

of Interacting with People with Mental Health Disabilities

VII Do Not Blame the Person

A person who has a mental illness has a complex, biomedical condition that is sometimes difficult to control, even with proper treatment. A person who is experiencing a mental illness cannot “just shape up” or “pull himself up by the bootstraps.” It is rude, insensitive, and ineffective to tell or expect a person to do so.

VIII Question the Accuracy of Media Stereotypes of Mental Illness

The movies and the media have sensationalized mental illness. In reality, despite the overabundance of “psychotic killers” portrayed in movies and television, studies have shown that people with mental illness are far more likely to be *victims* of crime than to victimize others. Most people with mental illness never experience symptoms which include violent behavior. As within the general public, about 1% - 5% of *all* people with mental illness are exceptionally easily provoked to violence. (National Alliance for the Mentally Ill., 1990).

IX Relax!

The most important thing to remember in interacting with people who have mental health disabilities is to BE YOURSELF. Do not be embarrassed if you happen to use common expressions that seem to relate to a mental health disability, such as “I’m CRAZY about him” or “This job is driving me NUTS.” If you are afraid you have made a faux pas, ASK the person how he feels about what you have said. Chances are, you’ll get a flippant remark and a laugh in answer.

X See the PERSON

Beneath all the symptoms and behaviors someone with a mental illness may exhibit is a PERSON who has many of the same wants, needs, dreams, and desires as anyone else. Don’t avoid people with mental health disabilities. If you are fearful or uncomfortable, learn more about mental illness. Kindness, courtesy, and patience usually smooth interactions with all kinds of people, including people who have a mental health disability.

This is the Last and Greatest Commandment: Treat people with mental health disabilities as you would wish to be treated yourself.

DIVERSITY & SAMENESS

The Ten Commandments of Communicating with People with Disabilities has been developed as both a "diversity" and "sameness" training tool. Its goal is to make us more sensitive and respectful of people with varying disabilities, while recognizing that all of us (no matter how different we may appear to each other at first) share many of the same values, interests, hopes, and dreams.

In the workplace, it is these commonalities that often serve as the first bridges between employees with disabilities and their co-workers. Building on this inherent "sameness" results in stronger working relationships and contributes to the kind of teamwork organizations need to achieve their larger goals.

Sameness training is about instilling principles of conduct that are the same for everyone, regardless of race, gender, ethnicity or disability. And it's about building strategies of support to help people overcome barriers arising from perceived differences.

With the passage of the Americans With Disabilities Act (ADA), this kind of training has become more important than ever, as thousands of employers have made the commitment to hire people with disabilities. Though many companies have discovered this decision has been a good one for their bottom line, thousands of others have yet to learn the valuable lessons of diversifying their workforce.

Many employers have unfounded fears about the efficiency of workers with disabilities. Studies show, however, that workers with

disabilities rate just as high in job performance and on-the-job safety as those without disabilities. Others fear the cost of workplace accommodations, though many can be made for free, and research has confirmed the majority cost \$500 or less.

Still, the 49 million Americans with disabilities remain among the most overlooked of all minorities now guaranteed equal employment opportunities by law. They are the single largest untapped pool of employable persons in the nation, with the highest unemployment rate of any major demographic group of working-age Americans. Although two-thirds seek jobs, only one-third have been able to find even part-time employment.

Today, America **needs** diversity in the workplace. First, because it is right and just, and second, because it is economically sound. In an era of predicted labor shortages and increasing global competition, this country cannot afford to ignore the skills and talents of any segment of qualified workers.

***Sameness training is
about instilling
principles of conduct
that are the same for
everyone, regardless of
race, gender, ethnicity
or disability.***

Now is the time to renew our commitment to include people with disabilities into the diverse mix that is the American workforce, and to affirm once and for all their right to the same opportunities as all other Americans.

MYTHS & FACTS

Myths are roadblocks that interfere with the ability of persons with disabilities to have equality in employment. These roadblocks usually result from a lack of experience and interaction with persons with disabilities. This lack of familiarity has nourished negative attitudes concerning employment of persons with disabilities. Listed below are some common myths and the facts that tell the real story.

Myth: Hiring employees with disabilities increases workers compensation insurance rates.

Fact: *Insurance rates are based solely on the relative hazards of the operation and the organization's accident experience, not on whether workers have disabilities.*

Myth: Employees with disabilities have a higher absentee rate than employees without disabilities.

Fact: *Studies by firms such as DuPont show that employees with disabilities are not absent any more than employees without disabilities.*

Myth: Persons with disabilities are inspirational, courageous, and brave for being able to overcome their disability.

Fact: *Persons with disabilities are simply carrying on normal activities of living when they drive to work, go grocery shopping, pay their bills, or compete in athletic events.*

Myth: Persons with disabilities need to be protected from failing.

Fact: *Persons with disabilities have a right to participate in the full range of human experiences—including success and failure. Employers should have the same expectations of, and work requirements for, all employees.*

Myth: Persons with disabilities are unable to meet performance standards, thus making them a bad employment risk.

Fact: *In 1990, DuPont conducted a survey of 811 employees with disabilities and found 90% rated average or better in job performance compared to 95% for employees without disabilities. A similar 1981 DuPont study which involved 2,745 employees with disabilities found that 92% of employees with disabilities rated average or better in job performance compared to 90% of employees without disabilities. The 1981 study results were comparable to DuPont's 1973 job performance study.*

Myth: Persons with disabilities have problems getting to work.

Fact: *Persons with disabilities are capable of supplying their own transportation by choosing to walk, use a car pool, drive, take public transportation, or a cab. Their modes of transportation to work are as varied as those of other employees.*

Myth: Persons who are deaf make ideal employees in noisy work environments.

Fact: *Loud noises of a certain vibratory nature can cause further harm to the auditory system. Persons who are deaf should be hired for all jobs that they have the skills and talents to perform. No person with a disability should be prejudged regarding employment opportunities.*

Myth: Considerable expense is necessary to accommodate workers with disabilities.

Fact: *Most workers with disabilities require no special accommodations and the cost for those who do is minimal or much lower than many employers believe. Studies by the President's Committee's Job Accommodation Network have shown that 15% of accommodations cost nothing, 51% cost between \$1 and \$500, 12% cost between \$501 and \$1,000, and 22% cost more than \$1,000. Many times, vocational rehabilitation or other funding streams can be used to pay for needed accommodations.*

Myth: Employees with disabilities are more likely to have accidents on the job than employees without disabilities.

Fact: *In the 1990 DuPont study, the safety records of both groups were identical.*

Source: Developed by The President's Committee on Employment of People with Disabilities and reprinted with their permission.

Income Tax Deductions

Tax incentives for compliance with the ADA have taken the form of legislation.

On November 5, 1990, President Bush signed the Omnibus Reconciliation Act. The Act added Section 44 to the Internal Revenue Code to create an annual tax credit "for the purpose of enabling . . . eligible small businesses to comply with applicable requirements under the Americans with Disabilities Act of 1990." Owners may claim 50 percent of expenditures made to remove barriers in existing facilities or to provide auxiliary aids, up to a maximum credit of \$5,125. Any qualified expenditures made after November 5, 1990, are eligible for this credit. In the same legislation, the annual deduction for barrier removal allowed by the Internal Revenue Code under Section 190 was reduced to \$15,000 from \$35,000. The provision is in effect beginning with the 1991 taxable year.

For further information, contact either your local IRS office or Office of Chief Counsel, Internal Revenue Service, 111 Constitution Avenue, NW, Washington DC 20224; 202/566-3292. Toll-free assistance is available for all federal tax questions at 800/TAX-1040; forms and publications may be ordered at 800/TAX-4477.

Source: *Access for All*, 1994 edition, Ohio Governor's Council of People with Disabilities.

THE POWER OF WORDS

The power of words lie in their ability to build bridges, enabling people of widely differing characteristics to share what they know and what they feel. Words are powerful tools that can bring people together, or keep them apart. And nowhere is this more obvious than when we use words associated with a person's disability.

Blatantly derogatory terms, such as "retard," "spaz," "gimp" and the like, obviously keep people apart, conveying an image of those with disabilities as not fully deserving of the level of respect we ordinarily give people.

But other words and phrases work on a much subtler level. Many have gained widespread usage without people giving much thought to whether they are truly accurate descriptions of a disability, let alone if they imply a generalized judgment about those with that disability.

No one likes to be stereotyped based on just one aspect of their life. This is especially true for a person who happens to have a disability. Like anyone else, they want to be seen as a person with unique abilities, not automatically pigeonholed as a tragic or courageous object of pity.

But it's that "tragic martyr" stereotype we inadvertantly foster every time we use phrases like "victim of cerebral palsy," "bravely battling epilepsy," or "confined to a wheelchair." Even the word "handicapped" itself implies one is forever hindered by one's condition, incapable of ever overcoming the effects of one's disability.

The power of words, however, enables us to shift the emphasis away from a person's assumed limitations, and instead focus on simply describing their differences in accurate, non-judgmental ways that convey respect for the individual.

That's why the best (and usually most appreciated) course of action is to simply ask the person what terms they prefer.

This has led to the advent of "People First" language, which puts the person first, followed by (only when relevant) a simple description of their disability. For instance, "a person who is blind," or "a man with Down syndrome," or "a woman who uses a wheelchair." It doesn't assume they feel "victimized" by their disability. Nor does it make a judgment about whether they are "brave" or if they feel "handicapped" by their disability at all.

As far as accuracy is concerned, terms for disabilities have changed over the years as we have progressed medically, socially, and ethically. Some of the most outmoded words are listed on the reverse side.

But as Tim Harrington says in *The Ten Commandments*, "If people are worried about every word they say, they end up not communicating at all." Even people with disabilities differ on some terms. They would never want to discourage anyone from speaking to them out of a fear of using the wrong term. That's why the best (and usually most appreciated) course of action is to simply ask the person what terms they prefer.

People with disabilities aren't asking you to use a special vocabulary just for them. In fact, just the opposite. Speak to them with the same words you'd use with anyone else. Because nothing can better express your respect for them as individuals than that.

Old Terms	Better Terms
Handicap	Disability
Midget/dwarf	Little person, or person of short stature
Deaf and dumb	Deaf
Mongoloid	Person with Down syndrome
Cripple/gimp	Person with physical disability
Psycho/crazy/maniac	Person with mental illness
Suffers from, or afflicted with, or a victim of (a disability)	With (a disability)
Wheelchair-bound, or confined to a wheelchair	Uses a wheelchair
The blind, the deaf, the disabled, etc. (Don't reduce groups of people to adjectives.)	People who are blind, people who are deaf, people with disabilities, etc.
Condescending Euphemisms (when used in relation to a person's disability)	
Special	
Challenged	
Courageous	
Inspiring	

JOB ANALYSIS

An Important Employment Tool

All hiring decisions and supervisory evaluations should be made on objective criteria. A supervisor needs to know each job under his or her supervision, and the qualifications needed to perform it, to develop objective interview questions and objectively evaluate an employee's performance.

Human resource specialists who are responsible for initial screening of job applicants and mediating performance appraisal disputes must also understand the key components of the jobs in their organization.

Job analysis provides an objective basis for hiring, evaluating, training, accommodating and supervising persons with disabilities, as well as improving the efficiency of your organization. It is a logical process to determine:

- **purpose**—the reason for the job,
 - **essential functions**—the job duties which are critical or fundamental to the performance of the job,
 - **job setting**—the work station and conditions where the essential functions are performed, and
 - **job qualifications**—the minimal skills an individual must possess to perform the essential functions.
- A job analysis describes the job, not the person who fills it.

How to Conduct a Job Analysis

The following questions can help you to analyze each job in your organization.

Purpose:

1. What are the particular contributions of the job toward the accomplishment of the overall objective of the unit or organization?

Essential Functions:

1. What three or four activities actually constitute the job? Is each really necessary? (For example a secretary types, files, answers the phone, takes dictation.)
2. What is the relationship between each task? Is there a special sequence which the tasks must follow?
3. Do the tasks necessitate sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, fingering, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?
4. How many other employees are available to perform the job function? Can the performance of that job function be distributed among any other employees?
5. How much time is spent on the job performing each particular function? Are the tasks performed less frequently as important to success as those done more frequently?
6. Would removing a function fundamentally alter the job?
7. What happens if a task is not completed on time?

Job Setting:

1. **Location**—Where are the essential functions of the job carried out?
2. **Organization**—How is the work organized for maximum safety and efficiency? How do workers obtain necessary equipment and materials?
3. **Movement**—What movement is required of employees to accomplish the essential functions of the job?
4. **Conditions**—What are the physical conditions of the job setting (hot, cold, damp, inside, outside, underground, wet, humid, dry, air-conditioned, dirty, greasy, noisy, sudden temperature changes, etc.)? What are the social conditions of the job (works alone, works around others, works with the public, works under close supervision, works under minimal supervision, works under deadlines, etc.)?

Worker Qualifications:

1. What are the physical requirements (lifting, driving, cleaning, etc.)?
2. What are the general skills needed for the job (ability to read, write, add, etc.)?
3. What specific training is necessary? Can it be obtained on the job?
4. What previous experience, if any, can replace or be substituted for the specific training requirements?

How to Use the Job Analysis

Once the job analysis has been completed you will be in a better position to:

1. Develop objective job-related interview questions.
2. Write current and accurate position descriptions. Position descriptions should be updated on a regular basis and a job analysis done if any factors outlined above have to be altered.
3. Perform objective performance appraisals.
4. Determine if accommodations can assist a person with a disability to perform the job.
5. Conduct personnel functions in a non-discriminatory manner.

Information for this fact sheet was taken in part from *Ready Willing and Available, A Business Guide for Hiring People with Disabilities*, President's Committee on Employment of People with Disabilities, Revised August 1993.

The entire text was reprinted with permission of the President's Committee on Employment of People with Disabilities from *Ability + Diversity = Economic Strength*, October, 1994.

GLOSSARY

Of Commonly Used Terms

Accessible: Easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability (i.e., site, facility, work environment, service, or program).

Affirmative Action: Positive action to accomplish the purposes of a program which is designed to increase the employment opportunities of certain groups, which may involve goals, timetables, or specifically outlined steps to be undertaken to assure that objectives are reached. The Americans with Disabilities Act does not mandate affirmative action for persons with disabilities, but does require that covered entities ensure non-discrimination. Title 5, Section 503 of the Rehabilitation Act does require that affirmative action be taken in employment considerations of persons with disabilities by federal contractors.

Americans with Disabilities Act (ADA): A comprehensive Civil Rights law which makes it unlawful to discriminate in private sector employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services and employment, public accommodations, transportation, and telecommunication. The law was enacted in July of 1990. The private sector employment provisions (Title I) became effective for employers with 25 or more employees on July 26, 1992, and on July 26, 1994, for employers of 15 or more employees. The public sector employment provisions (Title II) became effective on January 26, 1992.

Auxiliary Aids and Services: Devices or services that accommodate a functional limitation of a person with a communication disability. The term includes qualified interpreters and communication devices for persons who are deaf or persons who are hard of hearing; qualified readers, taped texts, braille or other devices for persons with visual impairments; adaptive equipment or similar services and actions for persons with other communication disabilities.

Centers for Independent Living (CIL): Organizations run by and with people with disabilities that provide information and referral, self-help skills training, advocacy, peer support, and other services/consultations to people with all types of disabilities, businesses, government entities, and community groups.

Essential Job Functions: The fundamental job duties of the employment position that the individual with a disability holds or desires. The term "essential functions" does not include marginal functions of the position.

Equal Employment Opportunity: Non-discrimination in hiring, firing, compensation, promotion, recruitment, training, and other terms and conditions of employment regardless of race, color, sex, age, religion, national origin or disability.

Individual with a Disability: A person who has a physical or mental impairment that substantially limits one or more of that person's major life activities, has a record of such impairment, or who is regarded as having such an impairment.

Major Life Activity: Basic activities that the average person in the general population can perform with little or no difficulty, including caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

“People First”: A way of accurately yet respectfully describing people by mentioning the person first, **before** any necessary description of their disability. For instance, *the woman who is blind*, instead of *the blind woman*. This emphasizes that the person is **first a person**, and second, a person with a disability. Of course, if the disability is not relevant to the matter at hand, it doesn’t need to be mentioned at all.

Qualified Individual with a Disability: An individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position.

Readily Achievable: Easily accomplishable and able to be carried out without much difficulty or expense. In determining whether an action is readily achievable, factors to be considered include nature and cost of the action, overall financial resources and the effect on expenses and resources, legitimate safety requirements, impact on the operation of a site, and, if applicable, overall financial resources, size, and type of operation of any parent corporation or entity.

Reasonable Accommodation: (1) Modification or adjustment to a job application process that enables a qualified applicant with a disability to be considered for the position such qualified applicant desires; or (2) modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enables qualified individuals with disabilities to perform the essential functions of that position; or (3) modifications or adjustments that enable a covered entity’s employee with a disability to enjoy equal benefits and privileges of employment as are

enjoyed by its other similarly situated employees without disabilities.

Title V of the Rehabilitation Act of 1973:

Title of the law which prohibits discrimination on the basis of a disability by the federal government, federal contractors, by recipients of federal financial assistance, and in federally conducted programs and activities.

Undue Hardship: With respect to the provision of an accommodation, significant difficulty or expense incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the accommodation in relationship to the size, resources, nature, and structure of the employer’s operation. Where the facility making the accommodation is part of a larger entity, the structure and overall resources of the larger organization would be considered, as well as the financial and administrative relationship of the facility to the larger organization.

Vocational Rehabilitation: Services designed to assist individuals with disabilities to enter or reenter gainful employment.

Sources for most of these definitions include the Americans with Disabilities Act and its implementing regulations, Title V of the Rehabilitation Act, the President’s Committee on Employment of People with Disabilities, and Irene M. Ward & Associates.

ACCOMMODATIONS

Get The Job Done

Accommodations are developed on an individual basis and in a partnership between the person with the disability and the employer. This teamwork generally results in cost-effective solutions. The elements to consider are (1) the job tasks that must be performed, (2) the functional limitations of the individual, and (3) whether the proposed accommodation(s) will result in undue hardship to the employer. Creative solutions may involve equipment changes, work station modifications, adjustments to work schedules, assistance in accessing the facility, and dozens of other possibilities, depending on the individual's particular limitations and needs.

Offered below are examples of accommodations that have been made for qualified workers with disabilities. These are samples only and are not necessarily the only possible solutions to the problems.

Problem: An assembler for a furniture manufacturer has spinal degeneration, uncoordinated gait and balance difficulties. The limitations involve walking, carrying materials and balancing.

Solution: *Installing a plywood platform to raise part of the work station, suspending tools from the ceiling to balance their weight and using a cart to move assembly parts.*
Cost: \$200.

Problem: An airline programmer/analyst with post-polio fatigue brought on by stress cannot be on call 24 hours a day and work overtime as needed.

Solution: *Waiver of the requirements of 24-hour on-call duty and overtime. The employee works the hours prescribed for "older adult" worker program participants of the airline. Cost: \$0.*

Problem: A worker with a brain injury is employed at a bank, processing checks and other transactions. Items must be numbered and placed into a sorting machine tray in a special manner. The problem: periodic confusion due to memory loss and weakness in one side of his body.

Solution: *A job coach/trainer supplied by the rehabilitation agency assisted in special training in task sequencing, and equipment was adjusted to accommodate weakness.*
Cost: \$0.

Problem: An experienced electronics equipment inspector paralyzed from the waist down needs to perform tasks related to using precision equipment and assembly inspection; he needs rapid mobility around the plant.

Solution: *A heavy motorized wheelchair is stored on the premises overnight for his use in the plant. The employee uses his lightweight chair for travel. The bins containing items to be inspected are lowered, and a lap-board is provided for his specification books. Cost: less than \$200.*

Problem: Because of a severe hearing loss, a nurse is unable to monitor multiple alarms on medical equipment in the critical care unit.

Solution: *To continue to utilize her experience and training, the hospital transfers her to an open position in the laboratory, where a vibrating pager and a portable TDD/TTY is used to direct her to various locations throughout the hospital. Cost: \$634.*

Problem: The back problem of a well-drilling rig operator is aggravated by the constant vibration of the standard seat in the rig.

Solution: *A scientifically designed mechanical seat is installed which allows the operator to make necessary adjustments of position, absorbing most of the vibration. The seat is now used by all workers and prevents additional trauma. Cost: \$1,100.*

Problem: An administrative assistant with amyotrophic lateral sclerosis (ALS) has difficulty using the phone, typing, computer input, completing forms and reports, and doing some filing, and assessing the restrooms.

Solution: *A cordless headset for the telephone is purchased, arm rest extensions from the edge of the desk are installed to reduce strain on wrists and arms, and a new effortless lock and handle are installed on the restroom door. Cost: \$450.*

Problem: A computer service technician with cerebral palsy loses function of the lower extremities. The job related problems include bending, stooping, balancing, and getting underneath the mainframe equipment to perform needed repairs.

Solution: *An automotive repair "creeper" is purchased and modified with back support to enable the employee to slide easily under the mainframes. Cost: \$30.*

Problem: A receptionist who is blind works at a law firm. She cannot see the lights on the phone console which indicate telephone lines are ringing, on hold, or in use by staff.

Solution: *The employer purchases a light-probe, a penlike product which detects a lighted button. Cost: \$45.*

Problem: A clerk-typist with severe depression and problems with alcoholism experiences problems with the quality and quantity of her work.

Solution: *Employee is provided with extended sick leave to cover a short period of hospitalization and a modified work schedule to attend weekly psychotherapy treatment. Treatment is covered by company medical plan. Cost: \$0.*

Problem: An individual who has a congenital heart defect which limits strenuous activity, and mobility limitations due to childhood polio works as a receiving clerk, which requires unpacking merchandise, checking it in, assigning numbers, and making price checks.

Solution: *A rolling chair with locking wheels, which adjusts to the level of the task. Cost: \$200.*

To receive guidance on specific problems and possible solutions, call the President's Committee's Job Accommodation Network at 800-526-7234, or 800-ADA-WORK (800-232-9675), or, with computer and modem, 800-DIAL-JAN (800-342-5526). JAN is a free service.

K

KEY FACTS

A January 1994 Harris Poll survey reported that the vast majority of nonworking persons with disabilities wanted to work, but they were prevented from working by numerous obstacles. These obstacles represent the remaining challenges to be met as we strive to achieve equal employment opportunity for persons with disabilities. Following are some facts that help to outline some of these challenges.

EMPLOYMENT

The latest figures (1992) from the U.S. Census Bureau show that there are now 49 million Americans with disabilities. The 1990 Census of the United States concluded that over 60% of all working-age Americans with disabilities are NOT participating in the work force either full- or part-time. Further, 76% of all Americans with severe disabilities do NOT work either full- or part-time. Among individuals with disabilities who do work, the average earnings are a full 35% LESS than earnings for workers without disabilities.

According to the last three Census Reports, the employment rate of persons with disabilities has declined over the last 20 years.

Category	1970	1980	1990
In the labor force	43.8%	38.1%	39.3%
Out of the labor force	56.2%	61.9%	60.7%

According to a January 1994 Harris Poll, 79% of those persons with disabilities who are not working want to work! Eight out of ten of those surveyed expressed their belief that they would have the kind of job they desire if they did not have a disability.

MINORITIES

Studies show that 78% of all African Americans with disabilities do NOT participate in our nation's labor force either full- or part-time. African Americans with disabilities who do work earn a full 38% LESS than all other African Americans. Seventy-seven percent of Hispanic Americans with disabilities do NOT participate in the work force. Hispanic Americans with disabilities who work earn 29% LESS than Hispanic Americans without disabilities. (Source: March 1988 Current Population Survey)

ACCOMMODATIONS/UNIVERSAL DESIGN

The December 1994 Annual Report of the President's Committee's Job Accommodation Network (JAN) reported that the actual costs of job accommodations for workers with disabilities are:

- \$0 - \$500 = 68%
- \$501 - \$5,000 = 27%
- \$5,001 or more = 5%

The 1994 JAN Survey of employers regarding company savings resulting from accommodating employees with disabilities yielded the following data:

- saved \$1 - \$5,000 = 38%
- saved \$5,001 - \$20,000 = 34%
- saved \$20,000 - \$200,000 = 23%

ECONOMICS OF DISABILITY

Each year, the federal government spends 40 times more money to support people with disabilities NOT working than it spends to assist them to prepare for or find employment. The lack of labor force participation of people with disabilities costs our nation's economy over \$200 billion annually.

HEALTH CARE

According to the U.S. Census Bureau, nearly half of the 24 million people with *severe* disabilities in this country lack health insurance. Access to adequate health care coverage is a primary consideration for many people with disabilities in deciding whether to accept employment. Many more individuals with disabilities are deterred from changing employment due to health care coverage. (Source: Health Insurance Task Force, ADA Summit)

PAS (PERSONAL ASSISTANCE SERVICES)

While over 74% of the general population is employed on a full- or part-time basis, only 21% of the population needing personal assistance services (PAS) is employed. (Source: World Institute on Disability and Rutgers University. Report, 1994)

MENTAL HEALTH

At least 60 million Americans will have a psychiatric disability at some time during their lifetime. We know from various sources that 85% of people with severe psychiatric disabilities do NOT participate in the labor force. Stigma and accommodation issues keep them out of employment. (Source: National Alliance on Mental Illness)

Source: The President's Committee on Employment of People with Disabilities, 1995

RESOURCES

You Can Use Under ADA

Publications:

A selected list of publications that address issues related to advancing employment opportunities for people with disabilities.

Available from

President's Committee on Employment of
People with Disabilities
1331 F Street, NW
Washington, DC 20004-1107
(202) 376-6200 (Voice)
(202) 376-6205 (TDD/TTY)
(202) 376-6859 (Fax)

- Americans With Disabilities Act, A Summary
- ADA And The Health Professional
- Are You Ready For ADA?
- Employer Incentives When Hiring People With Disabilities
- Employer Resources
- Guidelines For Conducting A Job Interview
- Interviewing Tips for the Job Applicant
- Job Accommodations Come In Groups of One
- Medical Examinations: Are They Beneficial?
- Ready, Willing and Available
- Recruitment Fact Sheet
- Words That Empower
- Worklife: ADA Commemorative Issue, Fall 1990
- Variety of Posters
- ADA Focus Brochures
- Introducing High School/High Tech

Reprinted from materials published by the
President's Committee on Employment of People
with Disabilities.

Available from

President's Committee
Job Accommodation Network (JAN)
(800) 526-7234 (Voice/TDD/TTY)

- Cost of Job Accommodations
- ADA Evaluation Checklist and Guide

Available from

US Equal Employment Opportunity
Commission Publications Information Center
P.O. Box 12549
Cincinnati, OH 45212-0549
(800) 669-3362 (Voice)
(800) 800-3302 (TDD/TTY)

- The Americans with Disabilities Act: Your Employment Rights as an Individual with a Disability
- The Americans with Disabilities Act: Your Responsibilities as an Employer
- ADA: Questions and Answers
- Facts About Disability-Related Tax Provisions
- Equal Employment Opportunity is the Law (Poster)

Available from

Regional Disability and Business
Technical Assistance Centers
(800) 949-4232 (Voice/TDD/TTY)

All ADA publications developed under grants from the National Institute on Disability and Rehabilitation Research (NIDRR).

Available from

Public Access Section/U.S. Dept. of Justice
P.O. Box 66738
Washington, DC 20035-9998
(800) 514-0383 (TDD/TTY)
(800) 514-0301 (Voice)

A list of organizations that were awarded grants under the Department of Justice's (1992) ADA program.

PUBLICATIONS & RESOURCES

For People with Disabilities & Advocates

***National Council on
Independent Living (NCIL)***
2111 Wilson Blvd., Suite 405
Arlington, VA 22201
(703) 525-3406

To obtain the name of a Center for Independent Living (CIL) near you, call NCIL at the above number.

MOUTH
61 Brighton Street
Rochester, NY 14607
(716) 442-2916 (Fax)

MOUTH is an off-the-wall "Voice of Disability Rights" magazine published six times per year. Send SASE for a complete list of publications or \$3 for a copy of a current issue of *MOUTH* magazine.

Silent News
Silent News, Inc.
1425 Jefferson Road
Rochester, NJ 14623-3139
(716) 272-4900 (TTY)
(716) 272-4904 (Fax)

Monthly newspaper about persons who are deaf and the issues that affect them. National and international news includes: opinions, laws, health, religion, arts & entertainment, business & education, technology, and sports & recreation.

Incitement

1339 Lamar Square Drive #B
Austin, TX 78704
(512) 442-0252

A free publication/newsletter of ADAPT, a grass roots organization. Newsletter contains news from around the country. Send name and address.

One Step Ahead
1050 Connecticut Ave. NW, Suite 1250
Washington, DC 20036
(800) 386-5367

A newsletter, published twice per month, by people with disabilities, for people with disabilities, their families, and their friends.

The Disability Rag & Resource
Advocado Press
P.O. Box 145
Louisville, KY 40201

Another publication devoted to disability rights published six times per year. Send \$4 for a sample issue.

Action for Universal Health Care
Northeast Ohio Coalition for
National Health Care
c/o UHCAN!
2800 Euclid Avenue, Suite 520
Cleveland, OH 44115
(800) 634-4442

Published ten times per year. Contains advocacy resources, strategies, the latest news from Washington, and lists of different grassroots organizations.

***Kaleidoscope: International Magazine of
Literature, Fine Arts & Disability***
326 Locust Street
Akron, OH 44302
(216) 762-9755

SPEAKERS BUREAU

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| ◆ Self-Esteem | ◆ Technical Aspects of ADA Provided |
| ◆ Customer Relations | by People with Disabilities |

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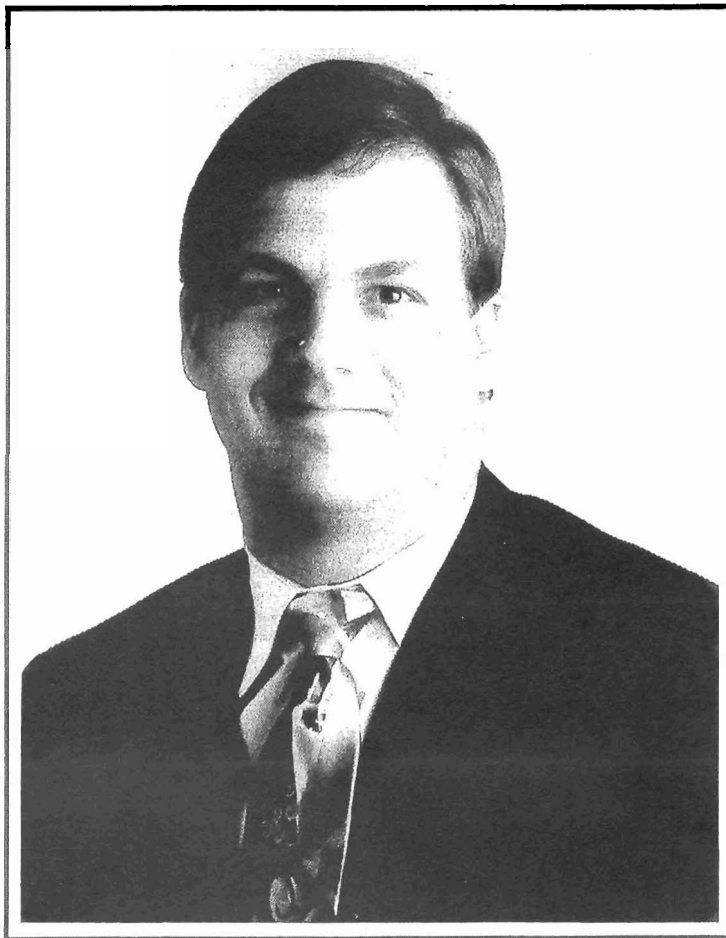
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TIM HARRINGTON

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Few speakers, with or without disabilities, can match Tim Harrington's ability to grab an audience's attention. His quick wit, inspiring enthusiasm, and indepth knowledge of disability-related issues, have made him a favorite speaker among corporations and non-profit groups alike.

Born with cerebral palsy, Tim attended a special education grade school and was expected to stay in a segregated special education environment throughout his education. However, when he reached high school age, Tim insisted on being mainstreamed into public schools. Surprising many "experts," Tim not only graduated high school but went on to the University of Toledo, where he received a Bachelor of Science in Business Administration.



Combining a hard-edged business sense with a keen sensitivity to the rights of people with disabilities, Tim has become one of the nation's leading corporate consultants in areas of accommodation, accessibility, and ADA implementation. He has administered benefits packages for major U.S. corporations, managed a nationwide customer service network, and started his own transportation company.

Tim has kept busy in the public sector as well, managing an independent living center, setting up a camp for children with disabilities, and working with city planners to develop accessible housing, recreation facilities and public buildings.

Call Irene M. Ward & Associates @ 614/889-0888 for more information on Harrington's keynote addresses and training sessions.