

Carleton College

*Striving for an Inclusive
Workplace & Campus*

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AGENDA

- ✓ **Introductions & What do you want to know?**
- ✓ **Overview of ADA law**
- ✓ **Stereotypes, terminology & etiquette**
- ✓ **Self-disclosure: Pros & cons**
- ✓ **Essential functions & Reasonable accommodations**
- ✓ **Resources**

DISABILITY ETIQUETTE

- ✓ **ASSUME NOTHING.** If you aren't sure about offering assistance, always ask the individual with the disability first.
- ✓ **Keep focused on the overall goal of the interaction, not the person's disability.**
- ✓ **Be patient - both with yourself and the individual with the disability.**

BLIND/VISUALLY IMPAIRED

- ✓ **Never assume the person needs help.**
- ✓ **Always talk to the individual, not others accompanying her/him.**
- ✓ **Do not shout.**
- ✓ **Feel free to use words like “see” and “look”.**
- ✓ **When directing, never push the person in front of you.**
- ✓ **Do not make a guide dog the focus of conversation.**
- ✓ **When a person enters a room, give some clues to open chairs and who is present.**
- ✓ **Allow the person to negotiate their surroundings, e.g., finding the door, locating a chair.**

DEAF/HARD OF HEARING

- ✓ **Do not exaggerate enunciation.**
- ✓ **Do not shout.**
- ✓ **Keep hands away from your mouth.**
- ✓ **Talk and look directly at the individual, not the sign language interpreter or third person.**
- ✓ **Do not assume they can lip read or read ASL.**
- ✓ **Take turns talking if in a group setting, it's very difficult to follow more than one conversation.**
- ✓ **Do not pretend to understand if you do not.**
- ✓ **Use facial expressions and gestures to help clarify your message.**
- ✓ **Hearing aids may provide only *partial* assistance.**

MOBILITY ISSUES

- ✓ **Don't assume a person in a wheelchair needs assistance with opening doors or negotiating ramps.**
- ✓ **Do not lean on someone's wheelchair, it's part of their personal space.**
- ✓ **If traveling with someone with a mobility impairment, go at their pace/speed.**
- ✓ **Do not be patronizing by becoming overly familiar.**
- ✓ **If talking for any length of time, try to place yourself at their eye level, sitting down or stepping back.**
- ✓ **Don't assume everyone who uses a wheelchair is paralyzed; they may have issues with pain, stamina and/or balance.**

LEARNING DISABILITIES

✓ **Be literal in what you communicate. Relying on tonal subtleties can be missed or misinterpreted.**

✓ **If the person has reading issues, use a tape recorder or Dictaphone.**

✓ **Encourage creativity, provide options and different ways to do things; his/her way may be to your advantage.**

✓ **If the person has difficulty with directional information, provide a map or visual clues to assist.**

✓ **Try to find out what is the best way the person learns and communicates. Then Follow their lead.**

✓ **If the person has writing issues, you may want to use a voice activated computer.**

EMOTIONAL/MENTAL HEALTH ISSUES

- ✓ **There are many different types of emotional/mental illnesses with different causes.**
- ✓ **Respect the individual's privacy about their disability.**
- ✓ **Be empathetic; they may not be comfortable talking about their disability.**
- ✓ **Do not try to provide counseling or therapy.**
- ✓ **With treatment, most mental health issues are manageable.**
- ✓ **When testing, make sure the person understands the questions being asked.**
- ✓ **Because a disability is invisible, often others cannot see the pain, but emotional pain is real.**
- ✓ **There are varying degrees of severity.**

ESSENTIAL FUNCTIONS

- ✓ ***Job Tasks*** that are ***Fundamental*** (i.e. basic, necessary, integral) and ***Not Marginal*** (i.e. peripheral, incidental, minimal)
- ✓ ***Assess:***
 - Whether the reason the position exists is to ***perform the function***
 - The ***consequences*** of not performing the task
 - Whether ***a limited number of employees are available*** among whom performance of job can be distributed
 - If the function is ***highly specialized***



REASONABLE ACCOMMODATION

- ✓ **Provision of auxiliary aids & services**
- ✓ **Part-time or modified work schedule**
- ✓ **Modifications to job site or work site**
- ✓ **Job restructuring**
- ✓ **Job Reassignment**

UNDUE HARDSHIP

- ✓ **The size of the business operation**
- ✓ **The financial resources of the employer**
 - **The cost of the accommodation,**
 - **The cost of the accommodation in relation to the size of the business and its resources,**
 - **The alteration to the employer's business or the changes in the delivery of services, and**
 - **The disruption to other workers**

REASONABLE ACCOMMODATIONS: 7 STEP PROCESS

- ① Determine if the employee has a disability that is covered under the ADA.**
- ② Determine if the employee is a “qualified” individual under the ADA.**
- ③ Determine the disability’s impact or functional limitations as they pertain to the job.**
- ④ Determine (with the employee) what accommodation(s) are needed.**
- ⑤ Determine if the accommodation creates an undue hardship.**
- ⑥ Implement the accommodation.**
- ⑦ Determine if it is effective - Follow Up.**