



Florida Disability Mentoring Day Employer Guide

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Florida Disability Mentoring Day Employer Guide

ACKNOWLEDGMENTS

This guide was compiled by The Able Trust, also known as the Florida Governor's Alliance for the Employment of Citizens with Disabilities. The Able Trust is a 501c3 public-private partnership foundation established by the Florida Legislature in 1990. Its mission is to be the leader in providing Floridians with disabilities fair employment opportunities through fundraising, grant programs, public awareness and education. Since its establishment The Able Trust has awarded over \$23 million in grants to individuals and nonprofit agencies for employment-related purposes. Its programs enable over 2,000 Floridians with disabilities to enter the workforce each year.

The Able Trust sponsors the Florida High School/High Tech (HS/HT) program, which is part of the national HS/HT initiative, supported by the U.S. Department of Labor, Office of Disability Employment Policy (ODEP).

Disability information resources were compiled from: Job Accommodation Network (JAN) <http://janweb.icdi.wvu.edu>, U.S. Department of Labor, Office of Disability Employment Policy (ODEP), www.usdol.gov/odep, The Able Trust's Florida Business Leadership Network, www.floridabltn.org and the United States Business Leadership Network, www.usbltn.com.



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INTRODUCTION

Disability Mentoring Day (DMD) is a national, broad-based effort supported by the American Association of People with Disabilities (AAPD). Students and job seekers are matched with employers for an on-site job shadowing experience in an effort to promote career development through hands-on career exploration, job shadowing, internships or employment opportunities. DMD is commemorated the third Wednesday of October, in conjunction with National Disability Employment Awareness Month.

Florida's Disability Mentoring Day (DMD) program is organized through a collaborative partnership of The Able Trust, the Division of Vocational Rehabilitation and other statewide partners. The statewide planning committee raises funds for Florida DMD activities and provides support to local community liaisons that coordinate the matchmaking experience between mentors and mentees.

The purpose of this guide is to help educate employers about the benefits of working with people with disabilities. This guide has been prepared to briefly explain **disability etiquette** and potential **job accommodations**.

Florida Disability Mentoring Day activities offer opportunities for students and job seekers to gain valuable information about careers and opportunities in professional environments. It is also an excellent opportunity for employers to gain access to a pool of new emerging talent, increase their comfort level working with people with disabilities, recruit short and long term interns and demonstrate positive leadership in their community.

For specific questions regarding Disability Mentoring Day (DMD) in your area, please contact your local Community Liaison. The Community Liaison will assist you in making the DMD experience a rewarding opportunity for all involved. If you have questions, comments or compliments regarding the overall Florida DMD program, please contact the Florida statewide planning committee or visit the website at www.floridadmd.org.

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Diversity Includes Disability

Workforce diversity has become a major management strategy for many employers because it makes good business sense. A diverse workforce gives companies a competitive advantage by enabling them to better meet the needs of their customers, successfully compete in the global marketplace, and hire from an expanded labor pool.

Managing diversity involves the creation of an open, supportive, and responsive organization in which diversity is acknowledged and valued. Diversity is defined as all of the ways in which we differ. Some of these dimensions are race, gender, age, language, physical characteristics, disability, religion, sexual orientation, and other differences irrelevant to one's capacity to perform a job.

Why Do I Need To Know about Diversity and People with Disabilities?

According to recent studies, America's workforce is changing and rapidly growing more diverse. Over the next few decades, the largest percentage of new growth will be composed of women, ethnic minorities, and immigrants. The number of employees with disabilities will also increase. The current generation of Americans with disabilities is well prepared to be tapped for the job market and able to provide an added solution for the labor shortages facing American business.

People with disabilities are the nation's largest minority, and the only one that any person can join at any time. If you do not currently have a disability, you have about a 20% chance of becoming disabled at some point during your work life. People with disabilities cross all racial, gender, educational, socioeconomic, and organizational lines.

Companies that include people with disabilities in their diversity programs increase their competitive advantage. People with disabilities add to the variety of viewpoints needed to be successful and bring effective solutions to today's business challenges. The American economy is made stronger when all segments of the population are included in the workforce and in the customer base.



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GENERAL DISABILITY INFORMATION



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Americans with Disabilities Act

Persons with disabilities are our nations' largest and fastest growing minority. According to the Congressional Research Service, there are 43 million persons with one or more disabilities in the United States. More than 1.5 million people with disabilities live in a disabling condition. The U.S. Census Bureau estimates that, in 20 years, that ratio will increase to one out of every two people in the country.

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. The purpose of the ADA is to:

- Provide a clear and comprehensive national mandate to end discrimination against individuals with disabilities
- Provide enforceable standards addressing discrimination against individuals with disabilities
- Ensure that the federal government plays a central role in enforcing these standards on behalf of individuals with disabilities.

The term disability is defined as a physical or mental impairment that substantially limits one or more of a person's major life activities, a record of such impairment, or being regarded as having such an impairment. This is the same definition used in sections 503 and 504 of the Rehabilitation and the Fair Housing Amendments Act.

The ADA gives civil rights protection to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.



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Dispelling Myths about People with Disabilities

The major barriers to achievement by people with disabilities in our society continue to be attitudinal barriers, stereotypical thinking, and assumptions about what people can and cannot do. The range of ability of persons within any disability group is enormous. We need to get rid of our stereotypical images and view each individual as just that: “an individual.” Listed below are the kinds of assumptions that can be barriers to employment for persons with disabilities.

Assumption: A person with mental retardation cannot be trained to perform a job as well as an employee without a disability.

Fact: Over two-thirds of the 4,000 participants in Pizza Hut, Inc.’s “Jobs Plus Program” are persons with mental retardation. The current turnover rate among these employees with disabilities is a modest 20% compared to the 150% turnover rate of employees without disabilities. This means a drop in recruitment and training costs.

Assumption: An individual with a psychiatric disability cannot work in a stressful environment where tight timelines have to be met.

Fact: All individuals perceive stress differently and their responses vary. Some individuals with psychiatric disabilities perform effectively in jobs that require specific timelines and structure.

Assumption: There is no way that a wheelchair racer can compete with the world’s best marathon runners.

Fact: It takes a good runner over two hours to run a marathon. A competitive wheelchair racer can complete a marathon in less than one and a half hours.

Assumption: A person with a developmental disability and difficulty with fine motor control is unlikely to be able to handle complex operations on the production line of a manufacturing plant.

Fact: A person with this combination of functional limitations was hired for a production line job. The job involved labeling, filling, capping, and packing a liquid product. The only accommodation supplied for the worker was the creation of a plywood jig. The jig enabled the worker to hold the bottle steady for correct labeling.

Assumption: It is unbelievable that a person with a double amputation can compete with the world’s fastest 100-meter dash runners.

Fact: The world record is 9.9 seconds. A runner who is a double amputee ran the dash in 11.76 seconds, just 1.8 seconds off the world mark.



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Assumption: People with severe disabilities can't compete in heavy duty weight lifting activities.

Fact: A person with cerebral palsy has bench pressed weights in excess of 500 pounds.

Assumption: A person who is blind and has a missing right hand cannot perform a job as a machinist.

Fact: The applicant lost his vision and right hand in Vietnam. He persuaded a community college to train him as a machinist and was finally given a job on a trial basis. From the very first day, he broke production records and caused others to do the same. His only modification was to move a lever from the right side of the machine to the left.

Assumption: Downhill skiers with one leg cannot really compete against racers with two legs.

Fact: Top racers without disabilities have been clocked at 80-85 miles per hour; downhill skiers with one leg have been clocked at over 74 miles per hour.

Assumption: It is unlikely that a man whose right leg is amputated six inches above the knee can perform the duties of a warehouseman that require loading and unloading trucks, standing, lifting, bending, and delivering supplies to various sections as needed.

Fact: A person with this type of amputation was hired to work in a paper warehouse. He performed the job without any modification. He worked out so well that the company moved him to operating heavy equipment, a log stacker. The company did not have to make any accommodations; he was able to climb ladders and the heavy equipment without any problems.



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Words to Use When Writing or Speaking About People with Disabilities

Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as "the blind," "the deaf" or "the disabled" are inappropriate because they do not reflect the individuality, equality, or dignity of people with disabilities. Following are examples of positive and negative phrases. Note that the positive phrases put the person first.

AFFIRMATIVE PHRASES	NEGATIVE PHRASES
person with mental retardation	retarded, mentally defective
person who is blind, person who is visually impaired	the blind
person with a disability	the disabled, handicapped
person who is deaf, person who is hard of hearing	suffers a hearing loss, the deaf
person who has multiple sclerosis	afflicted by MS
person with cerebral palsy	CP victim
person with epilepsy, person with seizure disorder	Epileptic
person who uses a wheelchair	confined or restricted to a wheelchair
person who has muscular dystrophy	stricken by MD
physically disabled	crippled, lame, deformed
person without a disability	normal person (implies that the person with a disability isn't normal)
unable to speak, uses synthetic speech	dumb, mute
seizure	Fit
successful, productive	has overcome his/her disability; courageous (when it implies the person has courage because of having a disability)



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Do's and Don'ts to Know When Recruiting, Hiring and Employing People with Disabilities

DO!

DON'T!!

<ul style="list-style-type: none"> • Do learn where to find and recruit people • Do learn how to communicate with people • Do ensure that your applications and other company forms do not ask disability- related questions and that they are in formats that are accessible to all persons with disabilities. • Do consider having written job descriptions by the ADA that identify the essential functions of the job. • Do ensure that requirements for medical examinations comply with the Americans with Disabilities Act (ADA). • Do relax and make the applicant feel comfortable. • Do provide reasonable accommodations that the qualified applicant will need to compete for the job. • Do treat an individual with a disability the same way you would treat any applicant or employee with dignity and respect. • Do know that among those protected by the ADA are qualified individuals who have AIDS, cancer, who are mentally retarded, traumatically brain injured, deaf, blind, and learning disabled. • Do understand that access includes not only environmental access, but also making forms accessible to people with visual or cognitive disabilities and making alarms/signals accessible to people with hearing disabilities. • Do develop procedures for maintaining and protecting confidential medical records. • Do train supervisors on making reasonable accommodations. 	<ul style="list-style-type: none"> • Don't assume that persons with disabilities are unemployable. • Don't assume that persons with disabilities lack the necessary education and training for employment. • Don't assume people with disabilities don't want to work. • Don't assume that alcoholism and drug abuse are not real disabilities. • Don't ask if a person has a disability during an employment interview. • Don't assume that certain jobs are more suited to persons with disabilities. • Don't hire a person with a disability if that person is a significant risk of substantial harm to the health or safety of the public and there is no reasonable accommodation to reduce the risk or the harm. • Don't hire a person with a disability who is not qualified to perform the essential functions of the job even with a reasonable accommodation. • Don't assume that you have to retain an unqualified employee with a disability. • Don't assume that your current management will need special training to learn how to work with people with disabilities. • Don't assume that the cost of accident insurance will increase as a result of hiring a person with a disability. • Don't assume that the work environment will be unsafe if an employee has a disability. • Don't assume that reasonable accommodations are expensive. • Don't speculate or try to imagine how you would perform a specific job you if you had the applicant's disability. • Don't assume that you don't have any jobs that a person with a disability can do. • Don't make medical judgments. • Don't assume that a person with a disability can't do a job due to apparent and non-apparent disabilities. • Don't assume that your workplace is accessible.
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DISABILITY SPECIFIC INFORMATION



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Job Accommodations for People with Brain Injuries

The brain can incur several different types of injuries depending on the type, amount, and position of force impacting the head. The impact may affect one functional area of the brain, several areas, or all areas of the brain. These factors determine what types of accommodations are effective.

The following is a quick overview of some of the job accommodations that might be useful for employees with brain injury.

Maintaining Concentration:

- Reduce distractions in the work area
- Provide space enclosures or a private office
- Allow for use of white noise or environmental sound machines
- Allow the employee to play soothing music using a cassette player and headset
- Increase natural lighting or provide full spectrum lighting
- Reduce clutter in the employee's work environment
- Plan for uninterrupted work time
- Divide large assignments into smaller tasks and steps
- Restructure job to include only essential functions

Organization:

- Make daily TO-DO lists and check items off as they are completed
- Use several calendars to mark meetings and deadlines
- Remind employee of important deadlines via memos or e-mail or weekly supervision
- Use a watch or pager with timer capability
- Use electronic organizers
- Divide large assignments into smaller tasks and steps
- Assign a mentor to assist employee determining goals and provide daily guidance
- Schedule weekly meetings with supervisor, manager or mentor to determine if goals are being met

Problem Solving:

- Provide picture diagrams of problem solving techniques, e.g. flow charts
- Restructure the job to include only essential functions
- Assign a supervisor, manager or mentor to be available when the employee has questions



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Memory:

- Allow the employee to tape record meetings
- Provide type written minutes of each meeting
- Use notebooks, calendars, or sticky notes to record information for easy retrieval
- Provide written as well as verbal instructions
- Allow additional training time
- Provide written checklists
- Provide environmental cues to assist in memory for locations of items, such as labels, color coding, or bulletin boards
- Post instructions over all frequently used equipment

Gross Motor Impairment:

- Modify the work-site to make it accessible:
 - Provide parking close to the work-site
 - Provide an accessible entrance
 - Install automatic door openers
 - Provide an accessible restroom and break room
 - Provide an accessible route of travel to other work areas used by the employee
- Modify the workstation to make it accessible:
 - Adjust desk height if wheelchair or scooter is used
 - Make sure materials and equipment are within reach range
 - Move workstation close to other work areas, office equipment, and break rooms

Vision Impairment:

- Provide written information in large print
- Change fluorescent lights to high intensity, white lights
- Increase natural lighting
- Provide a glare guard for computer monitors
- Consult a vision specialist particularly

Fatigue/Weakness:

- Reduce or eliminate physical exertion and workplace stress
- Schedule periodic rest breaks away from the workstation
- Allow a flexible work schedule and flexible use of leave time
- Allow work from home
- Implement ergonomic workstation design
- Provide a scooter or other mobility aid if walking cannot be reduced



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Working Effectively with Supervisors:

- Provide positive praise and reinforcement
- Provide written job instructions
- Write clear expectations of responsibilities and the consequences
- Allow for open communication to managers and supervisors
- Establish written long term and short term goals
- Develop strategies to deal with problems before they arise
- Provide written work agreements
- Develop a procedure to evaluate the effectiveness of the accommodation

Stress:

- Provide praise and positive reinforcement
- Refer to counseling and employee assistance programs
- Allow telephone calls during work hours to doctors and others for needed support
- Provide sensitivity training to coworkers
- Allow the employee to take a break to use stress management techniques to deal with frustration

Attendance Issues:

- Provide flexible leave for health problems
- Provide a self-paced work load and flexible hours
- Allow employee to work from home
- Provide part-time work schedule

Issues of Change:

- Recognize that a change in the office environment or of supervisors may be difficult for a person with a brain injury
- Maintain open channels of communication between the employee and the new and old supervisor in order to ensure an effective transition
- Provide weekly or monthly meetings with the employee to discuss workplace issues and productions levels



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Job Accommodations for People with Cognitive Impairments

Cognitive impairment, as used in this publication, refers to disturbances in brain functions, such as memory loss, problems with orientation, distractibility, perception problems, and difficulty thinking logically. Cognitive impairment is a syndrome, not a diagnosis. Many conditions can cause cognitive impairment, including multiple sclerosis, depression, alcoholism, Alzheimer disease, Parkinson disease, traumatic brain injury, chronic fatigue syndrome, and stroke. The following is a quick overview of some of the job accommodations that might be useful for people with cognitive impairment.

Maintaining Concentration:

- Reduce distractions in the work area
- Provide space enclosures or a private office
- Allow for use of white noise or environmental sound machines
- Allow the employee to play soothing music using a cassette player and headset
- Increase natural lighting or provide full spectrum lighting
- Reduce clutter in the employee's work environment
- Plan for uninterrupted work time
- Divide large assignments into smaller tasks and steps
- Restructure job to include only essential functions

Staying Organized and Meeting Deadlines:

- Make daily TO-DO lists and check items off as they are completed
- Use several calendars to mark meetings and deadlines
- Remind employee of important deadlines via memos or e-mail or weekly supervision
- Use a watch or pager with timer capability and electronic organizers
- Divide large assignments into smaller tasks and steps
- Assign a mentor to assist employee determining goals and provide daily guidance
- Schedule weekly meetings with supervisor, manager or mentor to determine if goals are being met

Handling Memory Deficits:

- Allow the employee to tape record meetings
- Provide type written minutes of each meeting
- Use notebooks, calendars, or sticky notes to record information for easy retrieval
- Provide written as well as verbal instructions
- Allow additional training time
- Provide written checklists
- Provide environmental cues to assist in memory for locations of items, such as labels, color coding, or bulletin boards
- Post instructions over all frequently used equipment



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Handling Problem Solving Deficits:

- Provide picture diagrams of problem solving techniques, i.e. flow charts
- Restructure the job to include only essential functions
- Assign a supervisor, manager or mentor to be available when the employee has questions

Working Effectively with Supervisors:

- Provide positive praise and reinforcement
- Provide written job instructions
- Write clear expectations of responsibilities and the consequences of not meeting them
- Allow for open communication to managers and supervisors
- Establish written long term and short term goals
- Develop strategies to deal with problems before they arise
- Provide written work agreements
- Develop a procedure to evaluate the effectiveness of the accommodation

Handling Stress and Emotions:

- Provide praise and positive reinforcement
- Refer to counseling and employee assistance programs
- Allow telephone calls during work hours to doctors and others for needed support
- Provide sensitivity training to coworkers
- Allow the employee to take a break to use stress management techniques to deal with frustration

Handling Change:

- Recognize that a change in the office environment or of supervisors may be difficult
- Maintain open channels of communication between the employee and the new and old supervisor in order to ensure an effective transition
- Provide weekly or monthly meetings with the employee to discuss workplace issues and productions levels

Maintaining Stamina during the Workday:

- Flexible scheduling
- Allow longer or more frequent work breaks
- Provide additional time to learn new responsibilities
- Provide self-paced workload
- Provide backup coverage for when the employee needs to take breaks
- Allow for time off for counseling
- Allow for use of supportive employment and job coaches
- Allow employee to work from home during part of the day
- Provide for job sharing opportunities
- Part-time work schedules



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Job Accommodations for People with Cerebral Palsy

Cerebral Palsy (CP) is a disorder caused by damage to the brain during or shortly after birth. CP is not progressive, communicable, inherited, or a primary cause of death. It is not a disease. Symptoms of CP may include muscle weakness, abnormal posture, poor muscle control and lack of coordination, muscle spasms or seizures, bladder and bowel incontinence, impaired speech, and cognitive limitations. The following is a quick overview of some of the job accommodations that might be useful for employees with CP.

Activities of Daily Living:

- Place workstation close to accessible restrooms and break rooms
- Allow the use of a personal care attendant
- Allow a service animal in the workplace
- Allow extra time for activities of daily living (ADL)

Fatigue/Weakness:

- Reduce or eliminate physical exertion and workplace stress
- Schedule periodic rest breaks away from the workstation
- Allow a flexible work schedule and flexible use of leave time
- Allow work from home
- Implement ergonomic workstation design
- Provide a scooter or other mobility aid if walking cannot be reduced

Fine Motor:

- Implement ergonomic workstation design
- Provide arm supports
- Provide alternative computer access and key guard
- Provide alternative telephone access
- Provide writing and grip aids
- Provide a page turner and a book holder
- Provide a note taker

Gross Motor:

- Reduce walking or provide a scooter or other mobility aid
- Provide parking close to the work-site and an accessible entrance
- Install automatic door openers
- Provide an accessible route of travel to other work areas used by the employee
- Move workstation close to other work areas, office equipment, and break rooms



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Cognitive Impairment:

- Provide written job instructions when possible
- Prioritize job assignments
- Allow flexible work hours
- Allow periodic rest breaks to reorient
- Provide memory aids, such as schedulers or organizers
- Minimize distractions
- Allow a self-paced workload
- Reduce job stress
- Provide more structure

Speech Impairment:

- Provide a picture board or picture cards
- Provide speech amplification, speech enhancement, or other communication device
- Use written communication, such as email or fax
- Transfer to a position that does not require a lot of communication
- Allow periodic rest breaks



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Job Accommodations for People who are Deaf or Hard of Hearing

There are approximately 28 million Americans who are deaf or hard of hearing. According to the National Association of the Deaf, the term “deaf” refers to individuals who are not able to hear well enough to rely on hearing as a means for processing information. The term “hard of hearing” refers to individuals who have some hearing loss but are able to use hearing to communicate. The following is a quick overview of some of the job accommodations that might be useful for people with hearing impairments.

Communicating One on One:

- Use written notes
- Use computer technology, i.e., e-mail and instant messaging
- Provide an assistive listening device (ALD)
- Provide an interpreter
- Provide basic sign language training
- Provide an augmentative communication device
- Provide a TTY

Communicating in Groups, Meetings, or Training:

- Provide an assistive listening device (ALD)
- Provide communication access real-time translation (CART)
- Provide computer-assisted note taking
- Address environmental factors, i.e., background noise, lighting, and positioning
- Provide an interpreter
- Use Web-based meeting software or video conferencing
- Provide standard note taking or other text information
- Allow tape recording of meetings
- Provide speech recognition software

Communicating over the Telephone:

- Provide amplification
- Adjust sound frequency to improve clarity
- Provide a headset designed for people who wear hearing aids
- Reduce background noise
- Provide a TTY
- Provide speech recognition



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Communicating with Workers in the Field:

- Use a two-way radio
- Use a portable TTY
- Use a paging device
- Use a portable computer

Responding to Emergency Alarms:

- Provide visual or tactile alerting device
- Implement a buddy system

Responding to Other Sounds in the Environment:

- Provide auditory signal software to replace computer sounds
- Allow the use of a hearing dog
- Provide a visual or tactile signal

Dealing with Extraneous Noises:

- Provide sound absorbing panels and carpeting
- Prohibit the use of personal radios
- Separate the workstation from noisy equipment

Working Safely Around Vehicles and Heavy Equipment:

- Establish paths of travel for forklifts, vehicles, and heavy equipment
- Install flashing lights and mirrors on forklifts and vehicles
- Invite the person with hearing loss to wear a hard hat or colored vest
- Use a vibrating one-touch pager
- Install a portable CCTV in the forklift

Accessing Information from Video Tape:

- Add captions to in-house videos
- Purchase captioned videos
- Provide an interpreter
- Provide a script of the video

Communicating with Customers or Clients:

- Notify customers that the employee has a hearing loss and that they should look directly at the employee when speaking (the employee must agree to this accommodation) and ask customers to write their questions
- Place mirrors strategically around the work area to help alert the employee to the presence of customers



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Job Accommodation for People with Learning Disabilities and Attention Deficit Disorder

According to the National Institute of Mental Health (<http://www.nimh.nih.gov>), LD is a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways--as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties may extend to school and work and can impede learning to read or write, or to do math.

LD can be divided into three broad categories: developmental speech and language disorders, academic skills disorders, and other (a catch-all that includes certain coordination disorders and learning disabilities not covered by the other terms). Each of these categories includes a number of more specific disorders, including dyslexia, dysgraphia, dyscalculia, dyspraxia, and auditory perceptual and visual perceptual deficit.

ADD is a diagnosis applied to children and adults who consistently display certain characteristic behaviors over a period of time. The most common behaviors include distractibility (poor sustained attention to tasks), impulsivity (impaired impulse control and delay of gratification), and hyperactivity (excessive activity and physical restlessness). According to epidemiological data, approximately four to six percent of the U.S. population has ADD. The following is a quick overview of some of the job accommodations that might be useful for people with LD and ADD.

Deficits in Reading:

- Tape-recorded directives, messages, and materials
- Reading machines
- Recording for the Blind and Dyslexic (<http://www.rfbd.org>)
- Screen reading software for computer use
- Colored Mylar templates (colored transparencies) for reading and scanning
- Color-coded manuals, outlines, and maps
- Scanners which allow the user to enter hard copies into the computer system
- Reading Pen

Deficits in Writing:

- Personal computers/laptop computers
- Voice output software that highlights and reads (via a speech synthesizer) what is keyed into the computer
- Speech recognition software that recognizes the user's voice and changes it to text on the computer screen
- Locator dots for identification of letters/numbers on the keyboard



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- Word processing software
- Spell checking software/electronic spell checkers
- Software with highlighting capabilities
- Grammar checking software
- Word prediction software
- Form producing software that computerizes order forms, claim forms, applications, credit histories, equation and formula fields
- Carbonless note taking systems

Deficits in Mathematics:

- Fractional, decimal, statistical, and scientific calculators
- Talking calculators
- Computer Assisted Instruction (CAI) software for arithmetic/ mathematics
- Computer Assisted Design (CAD) software for architecture/engineering
- Large display screens for calculators, adding machines
- Colored Mylar templates, colored coding for maintaining ledger columns

Deficits in Organizational Skills, Memory, and Time Management:

- Day Planners
- Electronic organizers/schedulers
- Software organizers with/without highlighting capabilities
- LCD watches, data bank watches, timers, counters, and alarms
- Personal Information Managers (P.I.M.S.)
- Use of electronic mail (e-mail) for memory deficits

Managing the Physical Environment:

- Room enclosures/cubicles to reduce auditory and visual distractions
- Private office space
- Use of "white noise" by using a sound soother/environmental sound machine
- Use of colored files
- Mapping of the workspace/office
- Use of headphones or ear plugs



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Job Accommodations for People with Muscular Dystrophy

Muscular Dystrophy (MD) is the common name for several progressive hereditary diseases that cause muscles to weaken and degenerate. MD is caused by defects in genes for muscle proteins. Most of these proteins appear to play a role in supporting the structure of muscle fibers. The term "muscular dystrophy" refers to a group of genetic diseases marked by progressive weakness and degeneration of the skeletal, or voluntary, muscles, which control movement. Individuals with MD usually exhibit contractures, a condition often associated with shortened muscles around the joints. Due to the abnormal and sometimes painful positioning of the joints, most individuals with MD have extreme fatigue and weakness as well as speech, mobility, and fine motor limitations. In addition, scoliosis, or curvature of the spine, is common. The following is a quick overview of some of the job accommodations that might be useful for employees with MD.

Activities of Daily Living:

- Allow use of a personal attendant at work
- Allow use of a service animal at work
- Make sure the facility is accessible
- Move workstation closer to the restroom
- Allow longer breaks
- Refer to appropriate community services

Fatigue/Weakness:

- Reduce or eliminate physical exertion and workplace stress
- Schedule periodic rest breaks away from the workstation
- Allow a flexible work schedule and flexible use of leave time
- Allow work from home
- Implement ergonomic workstation design

Gross Motor Impairment:

- Provide a scooter or other mobility aid if walking cannot be reduced
- Provide parking close to the work-site
- Provide an accessible entrance
- Install automatic door openers
- Provide an accessible route of travel to other work areas used by the employee
- Make sure materials and equipment are within reach range
- Move workstation close to other work areas, office equipment, and break rooms



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Fine Motor Impairment:

- Provide alternative computer access
- Provide alternative telephone access
- Provide arm supports
- Provide writing and grip aids
- Provide a page turner and a book holder
- Provide a note taker

Medical Treatment Allowances:

- Provide flexible schedules
- Allow a self-paced workload with flexible hours
- Allow employee to work from home
- Provide part-time work schedules

Speech Impairment:

- Provide speech amplification, speech enhancement, or other communication device
- Use written communication, such as email or fax
- Transfer to a position that does not require a lot of communication
- Allow periodic rest breaks

Stress:

- Develop strategies to deal with work problems before they arise
- Provide sensitivity training to coworkers
- Allow telephone calls during work hours to doctors and others for support
- Provide information on counseling and employee assistance programs



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Job Accommodations for People with Mental Illness

According to the National Mental Health Association (<http://www.nimh.nih.gov/>), a mental illness is a disease that causes mild to severe disturbances in thought and/or behavior, resulting in an inability to cope with life's ordinary demands and routines. There are more than 200 classified forms of mental illness. Some of the more common disorders are depression, bipolar disorder, dementia, schizophrenia, post-traumatic stress disorder (PTSD), obsessive-compulsive disorder (OCD), panic disorders, seasonal affective disorder (SAD), and anxiety disorders. Symptoms may include changes in mood, personality, personal habits and/or social withdrawal. An estimated 54 million Americans suffer from some form of mental disorder in a given year. The following is a quick overview of some of the job accommodations that might be useful for people with mental illness.

Maintaining Stamina during the Workday:

- Flexible scheduling
- Allow longer or more frequent work breaks
- Allow employee to work from home during part of the day, or week
- Part time work schedules

Maintaining Concentration:

- Reduce distractions in the work area
- Provide space enclosures or a private office
- Allow for use of white noise or environmental sound machines
- Allow the employee to play soothing music using a cassette player and headset
- Increase natural lighting or provide full spectrum lighting
- Plan for uninterrupted work time
- Allow for frequent breaks
- Divide large assignments into smaller tasks and goals
- Restructure job to include only essential functions

Difficulty Staying Organized and Meeting Deadlines:

- Make daily TO-DO lists and check items off as they are completed
- Use several calendars to mark meetings and deadlines
- Remind employee of important deadlines
- Use electronic organizers
- Divide large assignments into smaller tasks and goals



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Memory Deficits:

- Allow the employee to tape record meetings
- Provide type written minutes of each meeting
- Provide written instructions
- Allow additional training time
- Provide written checklists

Working Effectively with Supervisors:

- Provide positive praise and reinforcement
- Provide written job instructions
- Develop written work agreements that include the agreed upon accommodations, clear expectations of responsibilities and the consequences of not meeting performance standards
- Allow for open communication to managers and supervisors
- Establish written long term and short term goals
- Develop strategies to deal with problems before they arise
- Develop a procedure to evaluate the effectiveness of the accommodation

Interacting with Coworkers:

- Educate all employees on their right to accommodations
- Provide sensitivity training to coworkers and supervisors
- Do not mandate employees attend work related social functions
- Encourage employees to move non-work related conversations out of work areas

Difficulty Handling Stress and Emotions:

- Provide praise and positive reinforcement
- Refer to counseling and employee assistance programs
- Allow telephone calls during work hours to doctors and others for needed support
- Allow the presence of a support animal
- Allow the employee to take breaks as needed

Attendance Issues:

- Provide flexible leave for health problems
- Provide a self-paced work load and flexible hours
- Allow employee to work from home
- Provide part-time work schedule
- Allow employee to make up time



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Issues of Change:

- Recognize that a change in the office environment or of supervisors may be difficult for a person with a psychiatric disability
- Maintain open channels of communication between the employee and the new and old supervisor in order to ensure an effective transition
- Provide weekly or monthly meetings with the employee to discuss workplace issues and productions levels

Fatigue/Weakness:

- Reduce or eliminate physical exertion and workplace stress
- Schedule periodic rest breaks away from the workstation
- Allow a flexible work schedule and flexible use of leave time and work from home
- Implement ergonomic workstation design
- Provide a scooter or other mobility aid if walking cannot be reduced

Fine Motor Impairment:

- Implement ergonomic workstation design
- Provide alternative computer access
- Provide alternative telephone access
- Provide arm supports
- Provide writing and grip aids
- Provide a page turner and a book holder
- Provide a note taker

Gross Motor Impairment:

- Modify the work-site to make it accessible:
 - Provide parking close to the work-site
 - Provide an accessible entrance
 - Install automatic door openers
 - Provide an accessible restroom and break room
 - Provide an accessible route of travel to other work areas used by the employee
- Modify the workstation to make it accessible:
 - Adjust desk height if wheelchair or scooter is used
 - Make sure materials and equipment are within reach range
 - Move workstation close to other work areas, office equipment, and break rooms

Heat Sensitivity:

- Reduce work-site temperature
- Use cool vest or other cooling clothing
- Use fan/air-conditioner at the workstation
- Allow flexible scheduling and flexible use of leave time
- Allow work from home during hot weather



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Speech Impairment:

- Provide speech amplification, speech enhancement, or other communication device
- Use written communication, such as email or fax
- Transfer to a position that does not require a lot of communication
- Allow periodic rest breaks



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Job Accommodations for People who Use Wheelchairs

People use wheelchairs for a variety of reasons, the most common reason being paralysis from spinal cord injuries. Other conditions that may cause people to use wheelchairs include muscular dystrophy, multiple sclerosis, polio, cerebral palsy, and arthritis. People who use wheelchairs have a wide variety of limitations. The following is a quick overview of some of the job accommodations that might be useful for people who use wheelchairs in office settings.

Activities of Daily Living:

- Allow the person to have a personal attendant at work to assist with toileting, grooming, and eating
- Allow periodic rest breaks for repositioning, toileting, or grooming needs
- Provide flexible scheduling and allow use of sick leave for medical care
- Allow the person to bring a service animal into the workplace

Workstation:

- Height adjustable desk or table or a stand-up wheelchair so that a person who uses a wheelchair can work comfortably
- Accessible filing system for a person who cannot reach upper and lower file drawers in a vertical file cabinet
- Office supplies and frequently used materials on most accessible shelves or drawers for a person who cannot reach upper and lower shelves and drawers
- Page turners and book holders for a person who cannot manipulate paper
- Writing aids for a person who cannot grip a writing tool
- Accessible office machines, such as copiers and faxes, so a person using a wheelchair can access them from a seated position
- Voice activated speaker phone, large button phone, automatic dialing system, voice mail system, and/or headset, depending on the person's limitations and preferences
- Alternative access for computers such as speech recognition, Morse code entry, trackballs, key guards, alternative keyboards, and/or mouth sticks, depending on the person's limitations and preferences

Work-site:

- Flexible scheduling so a person who cannot drive can access public transportation
- Accessible parking for a person who does drive
- Accessible route of travel from the parking lot into the building
- Accessible restrooms, lunchroom, break room, etc.
- Accessible route of travel to the person's workstation
- Work from home if transportation to work is not available



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Travel:

- Accessible transportation
- Accessible lodging
- Accessible meeting/training site
- Medical supplies/wheelchair repair at travel destination
- Personal attendant care at travel destination



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Job Accommodations for People with Speech-Language Impairments

Limitations in speech and language may result from a number of different impairments and disorders. An individual may be limited due to problems with articulation, voice strength, language expression, or may be non-vocal.

Additionally, speech and language limitations might occur due to stroke, cerebral palsy, amyotrophic lateral sclerosis (ALS), Huntington's Disease, oral and laryngeal cancer, hearing impairment, traumatic brain injury, dementia, chronic laryngitis, and vocal cord paralysis. The following is a quick overview of some of the job accommodations that might be useful for employees with speech impairment.

Suggestions for individuals communicating with the person with the speech or language impairment:

- Be patient, do not complete words or phrases for the individual
- Concentrate on the content of the conversation not the delivery
- Communicate as naturally as possible

Communicating One-on-One or in Groups:

- Provide pen and paper, chalk or dry-erase boards
- Allow the use of a computer with word processing software, word prediction software, and/or speech output software
- Provide a portable speech amplifier
- Provide, or allow the use of augmentative and alternative communication (AAC) devices. AAC devices provide communication access through typed or pre-programmed words and sentences, or through pictorial symbols.
- Provide a TTY. TTYs are traditionally used for text telephone communication for individuals who have no speech or speech that is difficult to understand, but can also be useful to communicate one-on-one through a TTY trainer device that connects TTYs together without a telephone line.
- Allow the use of e-mail or instant messaging

Communicating on the Telephone:

- Provide telephone equipment that offers outgoing speech amplification
- Allow the use of AAC devices, or speech amplifiers with the telephone
- Provide a TTY
- Allow the use of Speech-To-Speech (SRS) relay services



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Job Accommodations for People with Vision Impairments

According to the American Foundation for the Blind, there are an estimated 10 million people in the United States who are blind or visually impaired. The term visual impairment includes conditions ranging from the presence of good usable vision, low vision, or to the absence of any sight at all – total blindness. The following is a quick overview of some of the job accommodations that might be useful for people with vision impairments.

Reading information from printed materials

For those who benefit from magnification & other modifications

- Provide a hand/stand magnifier
- Enlarge information on photo copier
- Provide information in large print
- Reduce glare on paper copy
- Use color acetate sheets
- Improve lighting or use task lighting
- Provide a closed circuit television system (CCTV)
- Provide alternative optical wear, i.e. clip-on monocular or loupes; prism spectacles; binocular systems, or a hand held monocular
- Allow frequent breaks to rest eyes when fatigue is a factor

For those who do not benefit from magnification

- Provide an optical character recognition system (OCR)
- Use tactile graphics
- Provide a qualified reader

Reading information from a computer screen

For those who benefit from magnification and other modifications

- Increase font size or change Accessibility Options in Windows Accessories control panel
- Add locator dots and/or large print labels to computer keyboard
- Provide an external computer screen magnifier
- Provide screen magnification software
- Use an anti-glare or anti-radiation computer screen guard
- Provide special computer glasses to reduce glare
- Allow frequent breaks to rest eyes when fatigue is a factor

For those who do not benefit from magnification

- Provide screen reading software
- Provide a computer Braille display
- Provide a qualified reader



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Taking notes, filling out forms, writing, reporting or documenting

For those who benefit from magnification & those who do not

- Use a cassette recorder or digital recorder
- Use a Braille stylus/Braille plate
- Use a Braille Printer or Embosser
- Purchase special pens, e.g. a bold felt tip or lighted pen
- Purchase special paper, e.g. with tactile lines, bold print, or less glare
- Use a form guide
- Use electronic Braille or talking note takers and organizers
- Add voice output to the computer
- Provide closed circuit television system
- Provide a scribe

Reading telephone or pager display

For those who benefit from magnification and for those who do not

- Provide a light sensor or light probe
- Add large print labels or locator dots on telephone keypad
- Use a hand/stand/optical magnifier
- Modify existing phone system with voice output
- Change the way telephone calls are received and distributed to others
- Use a talking digital display reader (for LED displays)

Improving Mobility

For those who benefit from magnification & for those who do not

- Allow the use of a service animal for assistance with mobility
- Provide mobility & orientation training
- Use a mobility aid (cane, electronic aid, other)
- Install detectable warning service
- Install colored edges on stairs for improved color contrast
- Improve lighting in area
- Provide a traveling/emergency evacuation partner
- Provide a verbal landmark system

Working with money

For those who benefit from magnification & for those who do not

- Use a talking money identifier
- Provide training on how to fold money for identification purposes
- Provide a talking cash register, talking credit card transaction machine, talking coin sorter/counter, and a talking calculator
- Use a hand/stand/optical magnifier to enlarge print
- Improve lighting in the area where money is to be identified



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Using the telephone and speech output on computer at the same time

- Use dual channel headset
- Provide an earplug for the computer and a monaural headset for the telephone

Sensitivity to light

- Lower wattage of overhead lights
- Provide task or alternative lighting
- Use full spectrum lighting and/or filters
- Install flicker free lighting
- Provide optical wear (Protective eye glasses)
- Move work station to another area
- Place blinds on windows

Distinguishing between colors

- Label items
- Use X-Chrome lens
- Provide prescription glasses for color discrimination
- Provide a color analyzer
- Use colored acetate sheets
- Provide an assistant to identify colors – a volunteer or co-worker

Driving

- Provide a driver
- Use public transportation
- Ride with a coworker
- Allow modified or flexible work schedule
- Change shift to daylight hours
- Reassign to another position

Accessing the Internet

For those who benefit from magnification & for those who do not

- The hardware/software options previously mentioned
- Use text based web browser
- Redesign employee related Web sites or Intranet (i.e., employee handbook online or online policies and procedures)
- Provide reader to describe pictures and materials Print out Web page information and enlarge text on a photo copier, Closed Circuit Television, or use Optical Character Recognition Systems



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TIPS ON COMMUNICATION



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Ten Commandments of Etiquette for Communicating with Persons with Disabilities

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter who may be present.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted, then listen to, or ask for, instructions.
5. Treat adults as adults. Address people who have a disability by their first names only when extending that same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)
6. Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod, or a shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue in and guide your understanding.
8. When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is hearing impaired, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. Not all people with a hearing impairment can lip-read. For those who do lip-read, be sensitive to their needs by placing yourself facing the light source and keeping hands, cigarettes, and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions that seem to relate to the person's disability such as: "See you later" or "Did you hear about this?"



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Tips for Communicating with Individuals who are Blind or Visually Impaired

- Speak to the individual when you approach him or her.
- State clearly who you are; speak in a normal tone of voice.
- When conversing in a group, remember to identify yourself and the person to whom you are speaking.
- Never touch or distract a service dog without first asking the owner.
- Tell the individual when you are leaving.
- Do not attempt to lead the individual without first asking; allow the person to hold your arm and control her or his own movements.
- Be descriptive when giving directions; verbally give the person information that is visually obvious to individuals who can see. For example, if you are approaching steps, mention how many steps.
- If you are offering a seat, gently place the individual's hand on the back or arm of the chair so that the person can locate the seat.

Tips for Communicating with Individuals Who are Deaf or Hard of Hearing

- Gain the person's attention before starting a conversation (i.e., tap the person gently on the shoulder or arm).
- Look directly at the individual, face the light, speak clearly, in a normal tone of voice, and keep your hands away from your face. Use short, simple sentences. Avoid smoking or chewing gum.
- If the individual uses a sign language interpreter, speak directly to the person, not the interpreter.
- If you telephone an individual who is hard of hearing, let the phone ring longer than usual. Speak clearly and be prepared to repeat the reason for the call and who you are.
- If you do not have a Text Telephone (TTY), dial 711 to reach the National Telecommunications Relay Service, which facilitates the call between you and an individual who uses a TTY.

Tips for Communicating with Individuals with Mobility Impairments

- If possible, put yourself at the wheelchair user's eye level.
- Do not lean on a wheelchair or any other assistive device.
- Never patronize people who use wheelchairs by patting them on the head or shoulder.
- Do not assume the individual wants to be pushed —ask first.
- Offer assistance if the individual appears to be having difficulty opening a door.
- If you telephone the individual, allow the phone to ring longer than usual to allow extra time or the person to reach the telephone.



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Tips for Communicating with Individuals with Speech Impairments

- If you do not understand something the individual says, do not pretend that you do. Ask the individual to repeat what he or she said and then repeat it back.
- Be patient. Take as much time as necessary.
- Try to ask questions which require only short answers or a nod of the head.
- Concentrate on what the individual is saying.
- Do not speak for the individual or attempt to finish her or his sentences.
- If you are having difficulty understanding the individual, consider writing as an alternative means of communicating, but first ask the individual if this is acceptable.

Tips for Communicating with Individuals with Cognitive Disabilities

- If you are in a public area with many distractions, consider moving to a quiet or private location.
- Be prepared to repeat what you say, orally or in writing.
- Offer assistance completing forms or understanding written instructions and provide extra time for decision-making. Wait for the individual to accept the offer of assistance; do not “over-assist” or be patronizing.
- Be patient, flexible and supportive. Take time to understand the individual and make sure the individual understands you.

Remember:

- Relax.
- Treat the individual with dignity, respect and courtesy.
- Listen to the individual.
- Offer assistance but do not insist or be offended if your offer is not accepted.



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EXAMPLES OF JOB ACCOMMODATIONS



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ACCOMMODATIONS

Job Accommodations—Situations and Solutions

In December 1994, the Office of Disability Employment Policy’s Job Accommodation Network (JAN) reported that 68% of job accommodations made cost less than \$500, and further, that employers report that for every dollar spent on accommodations, the company received \$28 in benefits.

Accommodations, which are modifications or alterations, often make it possible for a qualified person with a disability to do the same job as everyone else but in a slightly different way. Some accommodations are simple adaptations; others require technically sophisticated equipment. The essential functions of the job and the functional limitations of the individual are what the employer and the employee want to match up.

An employer should analyze the job tasks, basic qualifications needed to do those tasks, and the kinds of adjustments that can be made to ensure that performance standards will be met. The way the worker does the job is far less important than the outcome.

The following examples are a small sampling of real situations that businesses have reported, along with the solutions used. What is common to all these situations is that accommodations are always made on an individual basis.

Situation: A greenhouse worker with mental retardation has difficulty staying on task and knowing when to take breaks.

Solution: *At no cost to the employer, a job coach gave initial training. The worker then carried a tape recorder that provided periodic reminders to stay on task and indicated break time. The worker also carried a set of laminated cards which showed the basic list of tasks to be completed. Cost: \$50.*

Situation: A radio broadcaster/announcer who is blind needs to read the AP wire news desk material.

Solution: *The employer connected a Braille printer to the incoming news service, and installed a switch to move from regular printed material to Braille. Cost: \$1,700.*

Situation: An administrative assistant in a social service agency has a psychiatric disability that causes concentration and memory problems related to word processing, filing, and telephone work.

Solution: *Accommodations included using soothing music in one earphone to block distractions and taped instructions to augment written material. Cost: \$150.*



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Situation: A police officer has a learning disability that makes it difficult to take standard civil service tests.

Solution: Officer was permitted 50% more time to take the test and was allowed to use a dictionary during the examination. Cost: \$0.

Situation: A laboratory technician has a permanent restriction on mobility of head and neck, and must use a microscope on the job.

Solution: A periscope was attached to the microscope so the worker does not need to lower her head and bend her neck to perform the job. Cost: \$2,400.

Situation: A chef who is paraplegic needs a way to move around the various work stations in the kitchen.

Solution: The chef was provided with a stand-up wheelchair that allowed flexibility and mobility, thereby eliminating the need to change the worksite itself. Cost: Approximately \$3,000.

Situation: A highly skilled electronics company technician who has AIDS was taking large amounts of annual and sick leave.

Solution: The employer provided a flexible work schedule and redistributed portions of the workload. The company also instituted AIDS awareness training for employees. Cost: \$0.

Situation: A severe brain injury has resulted in a computer programmer's inability to read past the vertical midline of his computer screen, starting at the left side.

Solution: The employer acquired a software package that has a feature for splitting the screen.

Examples - Accommodations for People who have Learning Disabilities

Situation: A police officer had a learning disability and was diagnosed with an expressive writing disorder.

Solution: As an accommodation, the police officer was allowed extra time to take examinations. The person was also provided with a dictionary to use while taking the examination.



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Situation: A saw operator with a learning disability had difficulty measuring to the fraction of an inch.

Solution: A small card that could fit into a wallet was developed with the fractions listed on an enlarged picture of an inch. The employee could then compare the fraction listed on the reference card with the location on the ruler to identify the correct fraction.

Situation: A computer programmer had a learning disability and deficiencies in reading, mathematics, and spelling.

Solution: A schematic chart summarizing procedures was provided to assist the programmer with tasks. Also provided were tutorial readers and "talking back" tapes because the programmer was an "auditory learner" and had difficulty with visual discrimination.

Situation: A clerk with a learning disability maintained files and had difficulty categorizing and sorting paperwork.

Solution: The office was rearranged to eliminate visual distractions. Task sequencing was used in the office. Also provided were reading templates, colored marker tabs, and incandescent lighting.

Examples - Accommodations for People with Attention Deficit Disorder

Situation: A journalist with Attention Deficit Disorder was hyperactive and very sensitive to visual and/or auditory distractions.

Solution: The employee was provided a cubicle to eliminate distractions. Flextime was also provided, as was additional time to prepare questions in advance. Ear plugs and the use of a tape recorder were also provided. There was no cost for these accommodations.

Situation: A worker with Attention Deficit Disorder who worked shift work and had difficulty with working a fixed shift schedule.

Solution: The worker received a modified work schedule and is now working day work with two days off in a row. This accommodation was at no cost to the employer.

Situation: A guidance counselor with ADD was having difficulty concentrating due to the school noise.

Solution: The school provided the guidance counselor with a phone light, sound proofing, and a floor fan for white noise. The accommodations were very successful and cost was under \$600.



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FLORIDA DMD TESTIMONIALS



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Mentee Testimonials:

Kehli

"My day with Dr. Jordan and Dr. Purvis could not have been better! I got to see surgery on a dog that had a broken leg and to see cats and dogs spayed and neutered. I found it to be exciting because I want to be a veterinarian. At the end of the day they offered me a summer internship and I can't wait to go back for another day to just shadow them."

Erich

"I had a lot of fun on DMD Day. I went to the radio station [and] we had the chance to talk on the radio. The radio station is broadcasted over the Internet. We talked about where we were going to go after high school, and I told her that I was going to go to New York University. After we got off the air we got some e-mails [at the station] and one of them was for me from [someone] from New York telling me about the agriculture program there."

Shawn

"[During DMD] I learned a lot about police work. I did a ride along with the police department. It was a very exciting time for me. I learned all about policemen and what they do, to help better me for the future. I am looking forward to next time."

Mentor Testimonials:

Tom – Business Mentor

Tampa, FL

[Disability Mentoring Day] made me aware of what changes needed to be made in certain areas of the hospital (i.e. the labs) in order for these areas to be more accessible to the disabled."

Anita – Business Mentor

Jacksonville

"Disability Mentoring Day reinforces my opinion that if a person wants to do something, regardless of their limitations, he or she will do so."



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RESOURCES



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RESOURCES

The Able Trust/ Florida Governor's Alliance for the Employment of Citizens with Disabilities

3320 Thomasville Road, Suite 200
Tallahassee, FL 32308
(888) 838-2253 Toll-free V/TDD
www.abletrust.org

ABLEDATA

A federal database of information on assistive technology for people with disabilities, sponsored by the National Institute on Disability and Rehabilitation Research, US Department of Education.

800.227.0216 (V)
301.608.8912 (TTY)
www.abledata.com

Advocacy Center for Persons with Disabilities

2671 Executive Center Circle West, Suite 100
Tallahassee, FL 32301-5092
800-342-0823 Toll-free/850-488-9071 Voice/800-346-4127 TDD
www.advocacycenter.org

American Association of People with Disabilities

1629 K Street NW, Suite 503
Washington, DC 20006
800-840-8844 (Toll Free V/TTY)
www.aapd-dc.org

Architectural and Transportation

Barriers Compliance Board (The Access Board)
1131 F Street NW, Suite 1000
Washington, DC 20004-1111
800.872.2253 (V)
800.993.2822 (TTY)
www.access-board.gov



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Clearinghouse on Disability Information

Governor's Commission on Disabilities
4040 Esplanade Way, Suite 180
Tallahassee, FL 32399
877-232-4968 (Toll-free helpline)
www.abilityforum.com

Disability and Business Technical Assistance Centers Assistance Centers (DBTACs)

800.949.4232 (V/TTY)
www.adata.org/index-dbtac.html

Equal Employment Opportunity Commission (EEOC)

1801 L Street NW
Washington, DC 20507
Employment 800.669.4000 (V), 800.669.6820 (TTY)
Documents 800.669.3362 (V), or 800.669.3302 (TDD)
www.eeoc.gov

Florida Alliance for Assistive Services and Technology (FAAST)

1020 East Lafayette Street, Suite 110
Tallahassee, FL 32301
850-487-3278 Voice
www.faast.org

Florida Commission for Transportation Disadvantaged

605 Suwannee St., MS-49
Tallahassee, Florida 32399-0450
1-800-983-2435 Helpline
www.dot.state.fl.us/ctd/

Florida Developmental Disabilities Council

124 Marriott Drive, Suite 203
Tallahassee, FL 32301
850-488-4180 Voice/800-580-7801 Toll-free/888-488-8633 TDD
www.fddc.org

Florida Division of Vocational Rehabilitation

2002 Old St. Augustine Road, Bldg. A
Tallahassee, FL 32301
850-487-3431
www.rehabworks.org



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Florida Division of Blind Services

325 West Gaines Street
Room 1114, Turlington Building
Tallahassee, FL 32399-0400
800.342.1828
www.dbs.myflorida.com

Florida Independent Living Centers

1018 Thomasville Road, Suite 100A
Tallahassee, FL 32303-6271
850-488-5624 Voice or TDD/877-822-1993 Toll-Free
www.filc.org

Job Accommodation Network (JAN)

A free consulting service of the Office of Disability Employment Policy that provides information and advice on job accommodations and the ADA.
800.526.7234 (V/TTY)
www.jan.wvu.edu

Internal Revenue Service

Tax code information 800.829.1040 (V)
800.829.4059 (TTY)
Tax code legal questions 202.622.3110 (V)
TTY: use relay service
Publications 800.829.3676 (V)
800.829.4059 (TTY)
www.irs.ustreas.gov

US Department of Labor Office of Disability Employment Policy

1331 F Street, NW
Washington, DC 20004-1107
202.376.6200 (V)
202.376.6205 (TTY)
www.dol.gov/dol/odep

US Department of Justice Disability Rights Section Civil Rights Division

PO Box 66738
Washington, DC 20035-6738
800.514.0301 (V)
800.514.0383 (TTY)
www.usdoj.gov/crt/ada/adahom1.htm