



USING INDUSTRY-SPECIFIC ACCOMMODATIONS TO INCREASE INCLUSION OF STUDENTS WITH DISABILITIES



Presented by the Arizona Department of Education
Exceptional Student Services
Special Projects Unit

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Objectives

- Understand the differences in eligibility criteria for Special Education & 504
- Identify the purpose and basic features of the Job Accommodation Network
- Recognize everyone's role in helping students advocate on the job

TRUTH or MYTH? What do you think?...

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

TRUTH or MYTH? What do you think?...

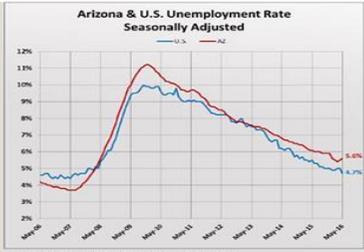
On average employees with disabilities have a higher absentee rate than employees without disabilities.

TRUTH or MYTH? What do you think?...

Hiring employees with disabilities does not increase workers compensation insurance rates.



Arizona Forecast & Employment Trends



Persons with a Disability: 2014 Labor Force

Characteristics Summary	People with disabilities	People without disabilities
employed in federal, state, and local government	15%	14%
employed part time	33%	18%
self-employed	11%	6%
Unemployment rate	12.5%	5.9%



<http://www.bls.gov/news.release/disablbr0.htm>



What does the law say?

Accommodations for Individuals with Disabilities



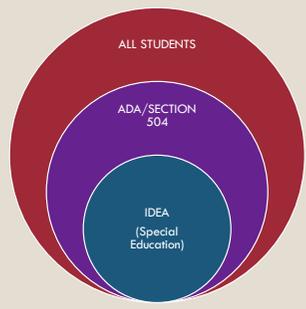
Laws Requiring Accommodations

- REHABILITATION ACT SECTION 504 OF 1973**
Rehabilitation Act, Section 504 of 1973
 Ensures that persons with disabilities have, to the maximum extent possible, the opportunity to be fully integrated into mainstream American life. Applies to any program or activity that is receiving federal financial assistance.
- Americans with Disabilities Act of 1990**
Americans with Disabilities Act of 1990
 Ensures that all persons with disabilities have broader coverage than Section 504 in all aspects of discrimination law, regardless of whether federal funding is received.
- IDEA 2004**
Individuals with Disabilities Education Act of 2004
 Requires public schools to provide free, appropriate, public education (FAPE) in the least restrictive environment to students aged 3-21 years who are determined eligible to receive special education and related services.

Eligibility for Accommodations

<p>Rehabilitation Act, Section 504</p> <p>A person with a "disability" is one who</p> <ul style="list-style-type: none"> ❖ has a physical or mental impairment which substantially limits one or more major life activities," ❖ has a record of such an impairment, OR ❖ is regarded as having such an impairment. <p><small>34 CFR §104.33(f) http://www204.fda.gov/Content/CFR/Executive/Regulations/Regulations/2005/CFR/504/504Reg.html</small></p>	<p>Americans with Disabilities Act</p> <p>Any individual with a disability who:</p> <ul style="list-style-type: none"> ❖ has a physical or mental impairment that substantially limits one or more life activities; OR ❖ has a record of such impairment; OR ❖ is regarded as having such an impairment. ❖ Further, the person must be qualified for the program, service, or job. <p><small>http://www.audible.com/.../compliance.html</small></p>	<p>IDEA 2004</p> <p>To be eligible for Special Education services, a student:</p> <ul style="list-style-type: none"> ❖ has been evaluated and is found to qualify for one of the 14 categories of a disability AND ❖ has been determined by a multi-disciplinary team that <u>special education and related services are required</u> <p><small>IDEA 2004 CFR 34.3 300.301, ARS § 10-7-102</small></p>
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Another way to look at it...



Individualized Education Program (IEP) vs 504 Plan

<p>IEP</p> <ul style="list-style-type: none"> ✦ Present Level of Academic Achievement & Functional Performance ✦ Measurable Annual Goals ✦ Individualized Special Education Services ✦ Related Services (therapy, transportation) ✦ Communication Needs For Students 16 years and older... <ul style="list-style-type: none"> ✦ Postsecondary Transition Plan ✦ Assessment of Interests, Preferences & Strengths ✦ Measurable Postsecondary Goals ✦ Activities and Course of Study 	<p>504</p> <ul style="list-style-type: none"> ● Background addressing nature of impairment ● Objective of plan ● May have additional information related to health condition or impairment
<p>○ Accommodations and Modifications Needed to Have Equal Access</p>	

Accommodation vs Modification

Accommodations **facilitate** access to content and demonstration of skills.

Modifications **change** the content and performance expectations.



What accommodations do you use?

“ For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible. (from training manual 1991) ”

SCHOOL vs WORK Accommodations

School Examples	Work Examples
<ul style="list-style-type: none"> Reading <ul style="list-style-type: none"> Screen reading software Change background color Math <ul style="list-style-type: none"> Calculator (word problems) Increase space between problems Writing <ul style="list-style-type: none"> Speech to text software Oral responses Organization <ul style="list-style-type: none"> Provide checklist Use timer 	<ul style="list-style-type: none"> Reading <ul style="list-style-type: none"> Screen reading software Alter color scheme Math <ul style="list-style-type: none"> Fractional or statistical calculator Pre-measurement guides Writing <ul style="list-style-type: none"> Speech recognition software Verbal responses Organization <ul style="list-style-type: none"> Use checklist Use timer

FAIR IS NOT ALWAYS EQUAL.

Teaching is a lot like Doctoring

Kids go to a doctor **with different needs:**

- I scraped my knee!
- My stomach hurts!
- I think my arm is broken!
- I have a cough!

What if the doctor said the **same thing** to all of them?

Here's some cough medicine!

Only **one kid** would get what he needs.

And that's **not fair.**

It's the same thing in a classroom.

Every student has **different needs:**

- I have trouble focusing for more than 15 min.
- I think better when my hands are busy.
- I can talk about what I know better than I can write about it.
- I can't grip a pen or pencil.

So **different students** should get **different things** to help them succeed.

- Classroom breaks; tests taken over multiple days.
- Fidget toys and tactile activities.
- Creating a video instead of composing a paper.
- Modified writing utensils; writing on a computer instead.

And that's what makes a classroom **fair for everyone!**

Adapted from Teaching Everyone by Whitney Rapp and Katina Almdt and Universal Design for Learning In Action by Whitney Rapp. www.brookspublishing.com | 1-800-438-3775

TRUTH or MYTH? What do you think?...

Under the ADA, an employer cannot fire an employee who has a disability.

TRUTH or MYTH? What do you think?...

The average cost of an accommodation in the workplace is \$1,500 per employee with a disability.

The Job Accommodation Network (JAN)



Industry Specific Accommodations

JAN is a free consulting service designed to increase the employability of people with disabilities by:

- ★1) providing individualized worksite accommodations solutions,
- 2) providing technical assistance regarding the Americans with Disabilities Act (ADA) and other disability related legislation, and
- 3) educating callers about self-employment options.



Benefits vs Costs of Accommodations

DIRECT BENEFITS	%
Retained a valued employee	90%
Increased the employee's productivity	72%
Eliminated costs associated with training a new employee	60%
Increased the employee's attendance	55%
Increased diversity of the company	41%
Saved workers' compensation or other insurance costs	38%
Promoted an employee	9%

askjan.org, Workplace Accommodations: Low Cost, High Impact, 9/2015

Benefits vs Costs of Accommodations

INDIRECT BENEFITS	%
Improved interactions with co-workers	64%
Increased overall company morale	62%
Increased overall company productivity	56%
Improved interactions with customers	45%
Increased workplace safety	45%
Increased overall company attendance	41%
Increased profitability	28%

askjan.org, Workplace Accommodations: Low Cost, High Impact, 9/2015

Benefits vs Costs of Accommodations

JAN Study Findings

- \$500 ➤ One-time expenditure by employers
 - \$400 ➤ Cost beyond what the employer would have paid for an employee without a disability
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- 1% ➤ Combination of one-time and annual costs
 - 4% ➤ Ongoing, annual cost to the company
 - 37% ➤ One-time cost
 - 58% ➤ Cost absolutely NOTHING

askjan.org, Workplace Accommodations: Low Cost, High Impact, 9/2015



Who's Ed and why is he so special??

Case Study



Horizontal lines for notes

Meet Ed

Who is Ed in your class??



Needs

- Demonstrating knowledge in writing
- Decoding unknown words of 2 or more syllables
- Comprehending material he reads on his own
- Managing assignments, papers, materials
- Staying on-task with paper-pencil assignments
- Note taking

Strengths

- Participates in class discussions
- Behaviorally appropriate (most of the time)
- Works well 1 to 1
- Verbally demonstrates good ideas and stays on topic
- Enjoys teaching others
- Good site word vocabulary
- Listening Comprehension
- Good attendance and always on time

Horizontal lines for notes

IMPLEMENTATION

“ Ideas are easy, implementation is hard.”

A plan not implemented is useless.



Horizontal lines for notes

Finally...

McFadden, E. S., Daugherty, D. B., Lee, S. E., Fisher, K. W., Hack, A., & Spyra, E. (2015). *The Graduation Cliff: Improving the post-school outcomes of students with disabilities*. Phoenix: Morrison Institute for Public Policy, Arizona State University.

- ▣ Regardless of students' disability significance, race/ethnicity, or school location, districts with youth reporting higher aspirations and greater self-efficacy have one thing in common:
 - ▣ **A strong belief among district leadership in transition programs and their students' abilities to succeed.**
- ▣ Transition programs are not limited to special education, but are part of a school-wide effort and partnership with general education teachers and staff.
- ▣ The collective goal is to build academic, vocational, and employment opportunities among all students.

FOR MORE INFORMATION...

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