



# 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

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

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

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

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

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

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

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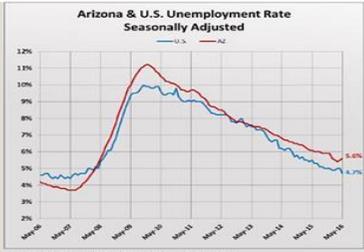
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Arizona Forecast & Employment Trends



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## 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>

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## What does the law say?

### Accommodations for Individuals with Disabilities




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## 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.

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## Eligibility for Accommodations

### Rehabilitation Act, Section 504

A person with a "disability" is one who

- ❖ 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.

34 CFR §104.33(f)  
[http://www204.fda.gov/Content/CFR/Executive/Regulations/Regulations/2005/CFR50433\(f\)Disability.pdf](http://www204.fda.gov/Content/CFR/Executive/Regulations/Regulations/2005/CFR50433(f)Disability.pdf)

### Americans with Disabilities Act

Any individual with a disability who:

- ❖ 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.

[http://www204.fda.gov/Content/CFR/Executive/Regulations/Regulations/2005/CFR50433\(f\)Disability.pdf](http://www204.fda.gov/Content/CFR/Executive/Regulations/Regulations/2005/CFR50433(f)Disability.pdf)

### IDEA 2004

To be eligible for Special Education services, a student:

- ❖ 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 special education and related services are required

IDEA 2004 CFR 34 § 300.301, ARS § 18-791(D)

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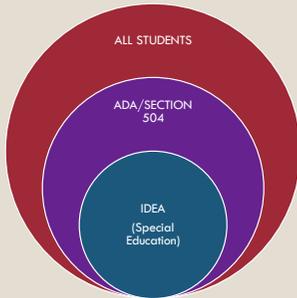
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## Another way to look at it...




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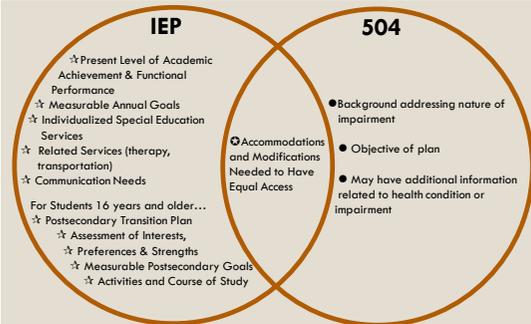
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## Individualized Education Program (IEP) vs 504 Plan




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### Accommodation vs Modification

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

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



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### 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) ”

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### SCHOOL vs WORK Accommodations

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

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**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.**

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**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

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

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

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

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

Horizontal lines for writing answers to the TRUTH or MYTH? question.

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.



Horizontal lines for writing answers to the Industry Specific Accommodations question.

Screenshot of the JAN website showing navigation menus, search bar, and content sections like 'ASK JAN' and 'Connect with JAN'.

Horizontal lines for writing answers to the website screenshot question.

### 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

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### 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

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### 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

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

### Case Study



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### 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

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### IMPLEMENTATION

“ Ideas are easy, implementation is hard.”  
Guy Kawasaki

Once you imagine you cannot perform a certain job, the implementation of that work becomes impossible for you.  
www.StayWithEd.com

A plan not implemented is useless.  
Frederic Bastiat



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### 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.

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### FOR MORE INFORMATION...

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