



Alabama Department of
REHABILITATION SERVICES

WORKBOOK

THE

A GUIDE TO EMPLOYMENT
ACCOMMODATIONS FOR
PEOPLE WITH DISABILITIES



This book is designed to assist the user and its employees in their investigation of appropriate accommodations in the workplace. It is not designed to give all the answers to those seeking reasonable accommodations but to suggest possible solutions. ADA is a case-by-case law and, as such, each accommodation should be investigated individually.

It is important to note that not every person with a disability needs an accommodation. When one is needed, applications of the suggestions in this book do not guarantee success but they can point the way to improved knowledge about accommodations.

The functions or activities listed here may not all be applicable to every individual with the disability described. The listings include some of the possible or "more common" limitations that may need an accommodation.

The functions and accommodations referenced in this publication are strictly the opinion of the Department of Rehabilitation Services. They are not based on case law (yet to be established) or legal precedence, but rather on acquired expertise in vocationally rehabilitating people with disabilities.

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INTRODUCTION TO THE WORK BOOK[©]

With the signing of the Americans with Disabilities Act in July, 1990, legislation now prohibits discrimination in the employment of qualified workers with disabilities. Specifically, Title I of ADA mandates that no employer shall discriminate against any disabled job applicant or employee if that individual is otherwise qualified to perform the essential functions of the job for which they are applying, and if he or she can perform those tasks either with or without reasonable accommodation which does not cause undue hardship to the employer.

PURPOSE OF THE WORK BOOK

The purpose of this work book is to:

1. promote a practical understanding of job accommodations in the workplace for people with disabilities;
2. demonstrate how functional limitations can be overcome, allowing a worker with a disability to perform essential job functions;
3. educate others about disability in the workplace by dispelling myths, fears and misconceptions about what functions can or cannot be accommodated;
4. provide resource information for additional dialogue on job accommodations.

COMPOSITION OF RESEARCH COMMITTEE

The material presented in this work book was composed by Department of Rehabilitation Services' professionals in the areas of counseling, nursing, employment, engineering, rehabilitation teaching, client assistance, speech and language pathologist rehabilitation administration and other disability-specific specializations. These individuals have many years of combined vocational rehabilitation expertise. Many of the members of this group have disabilities and their knowledge and experience added a special perspective in the deliberations which went into the final makeup of this book. The opinion of outside consultants also proved to be quite beneficial.

CREDENTIALS OF THE DEPARTMENT

The Department of Rehabilitation Services is uniquely qualified to prepare this Work Book. For more than 70 years this agency has provided people with disabilities a variety of services designed to return those individuals to the work place. Annually the Department serves more than 32,000 people with physical, emotional or mental impairments. More than 6,000 of these individuals obtain employment each year.

REASONABLE ACCOMMODATION CRITICAL FACTORS FOR CONSIDERATION

BASIC PREMISE

Under ADA an employer cannot discriminate against an otherwise qualified person with a disability. The employer is required to go beyond non-discrimination and provide reasonable accommodation to a qualified applicant or employee with a disability.

WHO IS PERMITTED REASONABLE ACCOMMODATION?

Consideration of an accommodation is required only for an "otherwise qualified" person with a disability. Such an individual must first meet all of the employer's job related pre-selection criteria, except for the criteria the person is unable to meet because of the disability. Example: An applicant for the job of electrician would not be "otherwise qualified" if the job required technical certification and that applicant did not have such certification.

SCOPE OF REASONABLE ACCOMMODATION

Consideration of reasonable accommodation is required for all employment decisions, not just hiring or promotion. This would include as examples, accommodations in:

- | | | |
|----------------|------------------------------|---------------------------------|
| *Testing | * Job Task Performance | *Job Site/Work Station |
| * Interviewing | *Non-work Setting | *Other Conditions of Employment |
| *Training | (Cafeteria, gym, break room) | (meetings, social functions) |

DEFINITION OF REASONABLE ACCOMMODATION

According to EEOC, an accommodation is any change in the employment process, the work environment or the manner in which a job is done which enables the person with a disability to enjoy equal employment opportunities. Examples of reasonable accommodations might include:

1. ACQUIRE OR MODIFY EQUIPMENT/DEVICES

The types of equipment or devices appropriate to assist an employee with a disability vary depending on the specific disability and the person's capabilities. This Work Book contains many examples of such accommodations as explained in the section on disabilities as well as the section on functions.

2. PROVIDE READERS OR INTERPRETERS

An "assistant" such as a reader for a blind person or an interpreter for a deaf person may be a reasonable accommodation. However, ADA does not require an employer to hire a full-time attendant or assistant to actually perform essential job functions for an employee with a disability. Such assistance may be helpful in interviewing, testing, employee orientation, training and the like.

3. REASSIGN OR RETRAIN

This accommodation is appropriate only for current employers, not job applicants. Specific factors regarding reassignment indicate that:

- a) it need only be considered for vacant positions;
- b) there is not obligation to bump other employees;
- c) the employee must be qualified to perform essential functions of the position;
- d) it only needs to be considered in accommodating an employee because of the disability and not for unrelated poor performance;
- e) it need not result in a promotion, if that is the only option.

In addition, reassignment to a lesser position is an option if:

- a) there are no other reasonable accommodations which enable the employee to remain in the current position; or
- b) there are no vacant equivalent jobs for which the employee is qualified.

If an employee is reassigned to a lesser position with a lower pay scale, it is permissible if done so with consistency by the company.

Suggested steps to follow when considering retraining or reassignment include:

- a) Discuss reassignment or retraining with the employer and the supervisors involved.
- b) Consider past performance and future potential of employee.
- c) Plan the reassignment or retraining by the employee's analyzing skills and matching those skills to an appropriate vacancy;
- d) Provide coaching and feedback to employee after reassignment occurs.

4. RESTRUCTURE JOB TASK

Job restructuring is the process of modifying job tasks so that a person with disability can perform essential functions of the position. It may also include elimination of nonessential functions which prove to be barriers. Examples of job restructuring could involve:

- a) re-delegating job assignments;
- b) exchanging assignments with another employee;
- c) redesigning procedures for accomplishing job tasks.

5. MAKE FACILITIES ACCESSIBLE

A physical impairment of an applicant or employee may require an employer to make existing buildings "accessible to and usable by" individuals with disabilities. This could include access to general areas such as personnel offices, work stations, restrooms, break rooms, smoke areas, recreational areas, etc. In reviewing facility accessibility, consider specifics such as: parking spaces; path of travel to building; entrances and doors; reception area; elevators; restrooms; water fountains; telephone use; signage; warning devices for emergencies and emergency exits.

6. ADOPT FLEXIBLE POLICIES

Policies relating to shift or part-time work, union contracts and leave should be reviewed for their potential flexibility in accommodating persons with disabilities. Examples of flexible company policies may include: Flexible working hours; comparable but varied breaks (e.g. 3 five minute breaks in lieu of 1 fifteen minute break for diabetic worker's food intake); mid-term bargaining with unions; or appropriate leave without pay options.

7. ADJUST WORK SCHEDULES

This is a specific example of a flexible company policy. The adjustment may include: a shift change for a person with a disability to allow use of accessible public transportation; a shortened lunch break allowing an employee with a disability, (e.g. kidney dysfunction) permission to leave work earlier in order to receive disability-related services (e.g. dialysis).

8. MODIFY WRITTEN EXAMS/TRAINING

Reasonable accommodation in this category could impact: **a)** format of exams or training, or **b)** method of administration of exam or training. "Accessible format" may include brailled materials, large print, audio recordings. Accommodations in the method of administering tests may include testing orally, allowing extra time for the test, or providing an interpreter when appropriate. When a test may have disparate impact on a class of disabled people, then the content of the test may need to be changed, or some form of alternative testing may be appropriate.

9. MODIFY WORK SITE

Redesigning an employee's work station may be considered a reasonable accommodation under ADA, but such action should be considered on a case-by-case basis. The employer's obligation includes not only those areas where the employee performs essential functions, but also non-work areas generally used for other purposes (e.g. break room, training rooms, lunch rooms, etc.).

WHEN SHOULD REASONABLE ACCOMMODATION BE CONSIDERED?

1. When the individual is disabled (according to ADA guidelines) and qualified (according to employer pre-selection criteria);
2. When there is an expressed or recognized need for an accommodation;
3. When the accommodation will facilitate the performance of essential job functions;
4. When the accommodation will allow the individual to enjoy other terms, conditions or privileges of employment;
5. When the accommodation will not cause the employer an undue hardship.

HOW TO HANDLE REQUESTS FOR REASONABLE ACCOMMODATION

Following are suggestions for a "workable" procedural guide when requests for reasonable accommodation occur.

1. KNOW THE JOB

The employer should have analyzed the job in question and know the job's purpose and essential functions before initiating the application or promotion process.

2. TALK WITH INDIVIDUAL

Discussions between the employer and the person with a disability should be the starting point for reasonable accommodation considerations and should be kept confidential.

3. DISCUSS THE LIMITATIONS

The dialogue on accommodation should clearly identify the barriers (physical or mental) that make it difficult for the person with a disability to perform the job. Such a dialogue should also identify the job tasks or aspects of the work environment that limit the individual's effectiveness in performing .according to standards.

4. IDENTIFY POSSIBLE ACCOMMODATIONS

In addition to discussion on possible accommodations suggested by the person with a disability, the employer may also consider suggestions from competent outside resources (e.g. EEOC, state vocational rehabilitation, Job Accommodation Network, rehabilitation engineers, etc.)

5. ASSESS OPTIONS/MAKE REASONABLE CHOICE

In making a selection of an accommodation, the employer should assess:

- a) the effectiveness of the accommodation assisting the individual with the disability in performing essential job functions;
- b) the accommodation's reliability and timeliness (i.e. employer's ability to provide accommodation in a timely manner);
- c) the preference of the person with the disability;
- d) the cost and/or difficulty of implementing the accommodation, if it is felt the accommodation might pose an undue hardship to the employer; and
- e) availability of financial assistance, if cost is a factor (e.g. tax credits, outside resources, employee resources)

6. DOCUMENT ACTIVITIES

Although not mandated by ADA, it is suggested that all discussions and activities regarding reasonable accommodation be documented by the employer. Such documentation may focus on:

- a) When/how request was made;
- b) Specific limitations as stated by the person with the disability;
- c) Accommodations suggested by the person with the disability;
- d) Other accommodations suggested by outside resource consultants;
- e) Cost analysis and benefit of each accommodation;
- f) Rationale behind final selection and rejection of options.

POINTS TO REMEMBER ABOUT REASONABLE ACCOMMODATION

1. KNOWN LIMITATIONS

An employer is only obligated to consider reasonable accommodation for known physical or mental limitations of an otherwise qualified individual with a disability.

2. RESPONSIBILITY TO DISCLOSE NEED

In general, it is the responsibility of the person with the disability to inform the employer of the need for accommodation.

3. RESPONSIBILITY TO INFORM

Employers should inform applicants and employees of the employer's desire and duty to make reasonable accommodation when appropriate and feasible.

4. OBSERVED LIMITATIONS IN PERFORMANCE

If an employee with a known disability demonstrates limited ability to perform his/her job, it may be appropriate for the employer to inquire about the need for accommodation to improve job performance.

5. PREFERENCE OF PERSON WITH DISABILITY

The employer should give strong consideration to the opinion and preference of the person with the disability in selecting appropriate accommodations. However the final choice rests with the employer. Accommodation options should be investigated. The employer is not obligated to choose the best of these options but rather the one that seems most appropriate for the situation.

6. REJECTING REASONABLE ACCOMMODATION

The employee or applicant with the disability is not compelled to accept the accommodation offered. If the individual rejects the accommodation, he/she still must perform essential job functions according to standards.

7. REASONABLE ACCOMMODATION & CONTRACTORS

The employer's duty to offer accommodation also applies to entities with whom they contract, (e.g. Training entities must select physically accessible training sites when needed; employment recruiters may not eliminate "otherwise qualified" individuals with disabilities when referring applicants to the employer).

8. EVIDENCE OF EFFECTIVENESS

An employer may ask for verification and/or demonstration regarding how a particular accommodation will help the person with the disability overcome the stated limitations and enable them to perform essential job functions.

9. PERSONAL USE ITEMS

An employer is not required to accommodate for "personal use only" items or needs such as a wheelchair for mobility or an attendant to assist with personal hygiene. The employer's obligation extends only to items that are job related.

10. DISABILITY RELATED

An employer's obligation to accommodate extends only to removing barriers that are disability related.

11. MAXIMUM EFFORT

The employer is required to make the "maximum effort" in attempting to accommodate a person with a disability.

12. PROOF OF UNDUE HARDSHIP

The employer bears the burden of proof in justifying that an accommodation poses an undue hardship, either operationally or fiscally.

HOW TO USE THIS WORK BOOK

The Work Book is intended to assist the user in identifying accommodations for employees or job applicants with disabilities. The user may conduct a search for reasonable accommodation information by "disability" or by "function".

GUIDE TO ACCOMMODATION BY DISABILITY

To identify an accommodation for an individual when the specific "**disability**" is known:

1. Turn to the section entitled "Guide to Accommodation by Disability" (pages 13-67) where the disabilities are listed alphabetically. An index of disabilities can be found on page 12.
2. Locate, in the left column, the function or activity that may require an accommodation. For example, turn to the disability, **Amputation**. Locate the function or activity in the left column, e.g. stooping, kneeling, crouching, and/or crawling.
3. Refer to the second column labeled **Accommodation Category**. Note that a person with an amputation who is limited in stooping, kneeling, crouching, and/or crawling may be accommodated by **acquiring, modifying equipment, or devices**. To the right of the **Accommodation Categories**, you will see specific **Examples of Accommodations** e.g. **use grab bars, scooter boards, or other devices to assist with mobility**.

GUIDE TO ACCOMMODATION BY FUNCTION

To identify an accommodation for an individual when the **specific function or activity** is impaired:

1. Refer to the listing entitled **Guide to Accommodation by Function** (pages 10-11).
2. Identify the category of the function that is limited from the categories listed (Intellectual Function; Physical Function; Emotional Concerns; Work Behaviors).
3. Within each category is an alphabetized listing of functions. The reference pages listed will identify where specific examples of reasonable accommodations are explained for that particular function, regardless of the disability.
4. When using the Work Book in this manner you will discover a variety of suggestions regarding the method by which a limitation from a particular physical or mental impairment can be minimized or eliminated by way of an accommodation.

GUIDE TO ACCOMMODATION BY FUNCTION

PHYSICAL FUNCTIONS:

Climbing/Balancing.....	13,15,20,29,30,46,48,50,52,53,55
Driving.....	14,16,18,21,41,46,49,52,54,56,59,66,50
Environmental Conditions.....	14,17
Fainting/Dizziness/Seizures.....	25,58,61
Fatigue (Physical).....	25,30,46,49,53,55,66
Head Movement	15,19,50,55
Hearing	23,24,27
Lifting/Carrying/Pushing/Reaching.....	13,15,20,29,30,46,48,50,52,53,55
Manual Dexterity	15,20,45,53,55,58
Motor Coordination	21,41,46,49
Sitting.....	41,46,49,21
Speaking.....	19,23,57,58,61
Standing.....	13,15,20,30,46,48,50,52,53,55
Stooping/Kneeling/Crouching/Crawling.....	13,15,29,46,48,50,52,53,55
Visual (Acuity/Depth/Color/Field of Vision)	17,19,45,48,58,61,66
Walking	13, 15,21 ,30,46,48,50,52,53
Writing.....	18,26,23,32,46,49,56,59,67

INTELLECTUAL FUNCTIONS:

Communicating.....	23, 24,28,57,65
Concentration/Attention Span.....	26,33,37,42,59,60,62
Decision Making	33,37,42,59,62
Learning.....	34,42,59,60

- continued -

INTELLECTUAL FUNCTIONS (Continued)

Memory (Short Term/Long Term).....	34,38,42,60,63
Numerical Reasoning.....	32,37,62
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Behavioral Change.....	26
Boredomõ õ	44,64
Fatigue (Mental).....	26,39,60,64
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Motivation.....	õ õ õ õ39,43
Stability.....	õ38,63
Stress: Environmental (Emergencies/Deadlines).....	21,35

WORK BEHAVIORS:

Attendance.....	31,40,65
Performing Routine/Multiple Duties.....	36,65
Productivity (Speed/Stamina/Precision/Detail) ...	14,16,18,22,29,36,39,44,47,49,51,54,56,60
Supervision (Giving/Following).....	35,39,44,57,64
Working (Alone/With Others).....	27,40,65

GUIDE TO ACCOMMODATION BY DISABILITY

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CEREBRAL PALSY..... 19	MULTIPLE SCLEROSIS..... 48
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SPECIAL NOTE: BACK INJURY - Detailed information on accommodations can be found in the publication "Worksite Modification Digest"; see page 72.

GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES	<p style="font-size: 2em; margin: 0;">AMPUTATION</p> <p style="font-size: 1.5em; margin: 0;">EXAMPLES OF ACCOMMODATIONS</p>																																								
	<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">ACQUIRE/MODIFY EQUIPMENT/DEVICES</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">PROVIDE READERS/INTERPRETERS</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">REASSIGN OR RETRAIN INDIVIDUAL</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">RESTRUCTURE JOB TASKS</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">MAKE FACILITIES ACCESSIBLE</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">ADOPT FLEXIBLE POLICIES</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">ADJ. WORK SCHEDULE</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">MOD. WRITTEN EXAM</div> <div style="border: 1px solid black; padding: 2px;">MOD. WORKSITE</div>																																									
<p>PHYSICAL FUNCTION</p> <p>Manual Dexterity</p> <p>Lifting, Carrying, Pushing, Reaching, Climbing, Balance Stooping, Kneeling, Crouching, Crawling</p> <p>Standing</p> <p>Walking</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 10%; text-align: center;">X</td> <td style="border: 1px solid black; width: 10%;"></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">X</td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black; text-align: center;">X</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">X</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">X</td> <td style="border: 1px solid black;"></td> </tr> </table>	X										X		X								X										X										<p>With or without prosthesis, may be able to grip or manipulate objects. When necessary hand tools may be modified or designed to improve manual dexterity.</p> <p>Stairwell lifts, ramps, push carts, hand trucks, reachers, dollies, or electric powered mobility devices may be used to accommodate material handling tasks for both lower or upper extremity amputees. Provide assistive devices such as hoists, lifts and pulley systems to transport materials. Grab bars, scooter boards, or other devices may be needed to assist with mobility.</p> <p>Relief of pressure points for lower extremity amputees can be accommodated by providing a chair and/or adjustable height work surfaces.</p> <p>Bilateral, lower extremity amputees may use wheelchair or motorized scooters for mobility.</p>
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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES	AMPUTATION
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	
	PROVIDE READERS/INTERPRETERS	
	REASSIGN OR RETRAIN INDIVIDUAL	
	RESTRUCTURE JOB TASKS	
	MAKE FACILITIES ACCESSIBLE	
	ADOPT FLEXIBLE POLICIES	
	ADJ. WORK SCHEDULE	
	MOD. WRITTEN EXAM	
	MOD. WORKSITE	
Environmental Driving WORK BEHAVIOR Productivity: Speed Stamina/Precision /Detail	X X	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">EXAMPLES OF ACCOMMODATIONS</p> <p>X For lower extremity amputee: a) rough terrain or abrupt flooring surfaces should be eliminated; b) purchase devices, e.g. walking cane or all-terrain vehicle for outdoor work sites.</p> <p>X Modify vehicle with hand controls, e.g. steering knobs or hand controlled brakes.</p> <p>Initially may require additional training time to improve speed. Modify <u>how</u> the task is performed in production process or use assistive devices such as special jigs and fixtures.</p> <p style="text-align: center; font-weight: bold;">END AMPUTATION</p>

GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								ARTHRITIS EXAMPLES OF ACCOMMODATIONS
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	
PHYSICAL FUNCTIONS									
Head Movement	X		X					X	<p>Reposition work station equipment or tools to minimize head movement (e.g. elevate computer keyboard to eye level). Provide equipment which allows for full body movement as opposed to head movement only (e.g. swivel chairs or mirrors).</p>
Manual Dexterity	X							X	<p>Offer oral testing or assistance with writing. Provide assistive devices (e.g. reachers for gripping objects or splints to stabilize fingers). May need alternate keyboard controls (e.g. joy stick with key guards or head control units).</p>
Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, Stooping, Kneeling, Crouching, Crawling, Standing, Walking	X	X	X					X	<p>Relocate material or equipment for easier access. Install grab bars or railings for balance. Reassign or exchange physical tasks with co-workers. Provide assistive devices such as orthopedic chair, wrist supports, back supports, hoists, lifts, pulley systems or elevate hands, arms, and legs appropriately. Allow for variation of body position at work station to eliminate potential pain or discomfort.</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

ARTHRITIS

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
Driving	X	X							
WORK BEHAVIORS									
Speed and Stamina	X	X	X				X		

If driving is necessary on the job, provide modifications to vehicles (e.g. hand controls, steering knobs, extra mirrors).

Consider appropriate shift that lends itself to physical accommodations. Properly elevate tables, desk or chairs. Provide adequate space for the employee to utilize special movement techniques. Utilize devices to minimize effort in performing tasks (e.g. stools for standing jobs; reachers for reaching).

END ARTHRITIS

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES							BLINDNESS		
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	EXAMPLES OF ACCOMMODATIONS
PHYSICAL FUNCTIONS										
Visual	X	X	X	X	X	X	X	X	X	<p>Install Braille and raised print signage, mats for warning at beginning of stairs, handrails on stairs and audible warning devices. Provide accommodations at testing such as Braille tests, audio tapes, or readers. Allow additional time for testing. Exchange tasks the blind person can't do with other workers. Utilize adaptive aids and devices such as personal computers or print scanners with voice or Braille output, talking calculators or light sensors.</p>
Climbing and Balancing			X	X					X	<p>Install railings. Provide work site orientation. Teach standard safety precautions.</p>
Environmental (Ambulation hazards in work environment)				X					X	<p>Restrict ambulation to only those areas which have safe paths of travel. Provide orientation to work setting by a trained rehabilitation professional. Provide tactile warning on door knobs entering hazardous areas. Use sound absorbing materials such as drapes or acoustic ceilings in excessively noisy environment. Train co-workers to serve as a sighted guide when needed</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								BLINDNESS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	EXAMPLES OF ACCOMMODATIONS
Driving				X	X					<p>Consider adjusting work schedule as needed if dependent on public transportation. Consider hiring a driver if job requires travel.</p>
Writing	X									<p>Provide electronic print scanners, personal computers with voice and/or Braille output or talking calculators.</p>
INTELLECTUAL FUNCTIONS										
Spatial, Form Perception	X								X	<p>Spatial tasks may be difficult, initially. Can utilize guides, scale models, templates or verbal and tactile orientation to job tasks</p>
WORK BEHAVIORS										
Productivity: (Only <u>initially</u>) Speed, Precision and Detail	X	X							X	<p>May require additional training time to assess accommodation needs and to set up and train on assistive devices such as closed circuit TV, voice output computer or special guides and gauges.</p> <p><u>NOTE:</u> See Section on Visual Impairments if person is not totally blind.</p> <p style="text-align: center;">END BLINDNESS</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								CEREBRAL PALSY	EXAMPLES OF ACCOMMODATIONS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM			MOD. WORKSITE
PHYSICAL FUNCTIONS											
Head Movement	X								X	Provide seating, positioning, and stabilization of body within the work station to enable the person to efficiently meet production standards. Adjust work surface and keyboards for proper height to operate equipment.	
Visual Acuity (Near or Far) Depth of Vision	X						X	X	X X	Read written exams or provide enlarged print. Relocate computer monitors, keyboards, or reference documents in the work station to achieve maximum visibility. Provide proper lighting. Provide devices such as: upright paper holders; flexible arm to position copy; line spacers; magnifiers; enlarged keyboards; large print monitors; or voice output computers to accommodate visual deficit.	
Speaking	X		X							Exchange job tasks with coworkers for other tasks that do not require speaking. Use synthetic speech systems to provide speech capability. Use typewriters, computers or written messages in place of speech.	

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								CEREBRAL PALSY	EXAMPLES OF ACCOMMODATIONS
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM		
Manual Dexterity	X		X				X	X	Provide larger diameter pens. Stabilize hands and writing materials. Stabilize body (i.e. feet, forearm). Provide typewriter with key guard. Provide work station with height adjustable work surfaces. Utilize lateral file cabinets. Decrease amount of written documentation. Use computer generated reports. Provide electronic devices such as: staplers; letter openers; erasers or pencil sharpeners; tape recorders or Dictaphones; continuous feed typing paper; word processor to eliminate handling of paper; expanded keyboards; typewriter key guard; self correcting typewriters.	
Lifting, Carrying, Pushing				X				X	Provide assistive devices such as hoists, lifts or pulley systems to transport materials.	
Reaching, Stooping, Balancing								X	Modify worksite to accommodate powered or manual wheelchair, walkers or crutches. Install grab bars at key work stations to assist with balance when lifting. Provide wheelchairs that will stand the person up to assist with reaching.	
Standing								X	Develop electronic file system instead of paper filing system (e.g. inventory control).	

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GUIDE TO ACCOMMODATION BY DISABILITY

CEREBRAL PALSY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
Walking Sitting Motor Coordination	X								
Driving	X								
Writing			X						
EMOTIONAL FACTORS									
Environmental Stress Emergency Situations									

Provide devices such as hand trucks, dollies or book carts to assist with transporting materials such as books, files, heavy objects. For wheelchair users, lap trays or baskets are helpful. Provide wheelchairs that will stand the person up to assist with reaching.

Provide appropriate hand controls and mirrors on vehicle

Develop and use checklists or forms instead of written documentation.

Include special accommodations in emergency and facility evacuation plans. Provide devices to assist in negotiating stairs during evacuations (i.e. evacuation chairs). Provide fire safe rooms (called areas of rescue assistance).

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								<p style="text-align: center;">CEREBRAL PALSY</p> <p style="text-align: center;">EXAMPLES OF ACCOMMODATIONS</p>
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	
<p>WORK BEHAVIORS</p> <p>Productivity</p>	X							X	<p>Modify worksite to compensate for physical limitations. Consider decreasing distance between items. Provide stabilized seating for improved hand and arm coordination. Relocate or reposition workstation accessories such that unnecessary movement is eliminated or minimized. Use special devices such as splints, jigs, or fixtures that assist the person in stabilizing the forearm, arms, legs, hands or head. Use devices such as voice activated computers, remote control keyboards with accessible workstation, or robotic aides to complete job tasks that require precision and detail.</p> <p style="text-align: center;"><u>END CEREBRAL PALSY</u></p>

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GUIDE TO ACCOMMODATION BY DISABILITY

DEAFNESS (Congenital)

FUNCTION OR ACTIVITY

ACCOMMODATION CATEGORIES

ACQUIRE/MODIFY EQUIPMENT/DEVICES
PROVIDE READERS/INTERPRETERS
REASSIGN OR RETRAIN INDIVIDUAL
RESTRUCTURE JOB TASKS
MAKE FACILITIES ACCESSIBLE
ADOPT FLEXIBLE POLICIES
ADJ. WORK SCHEDULE
MOD. WRITTEN EXAM
MOD. WORKSITE

EXAMPLES OF ACCOMMODATIONS

PHYSICAL FUNCTION

Hearing
Speaking

Writing

Word Recognition
and Comprehension
Spelling

Communicating
Understanding
(verbal or written)

X	X							
		X					X	
			X				X	
X	X						X	

Provide access to TDD, video phone and/or personal pager (sidekick) Use qualified interpreters during training or at special meetings. Use visual or tactile emergency alarms such as flashing lights or vibrating beepers. Modify equipment or machines to show lighted as well as audible indications.

Provide co-worker and management awareness training to teach basic sign language and the writing style some deaf people use.

Allow extra time and/or use of qualified interpreters for written tests which cannot be waived. More appropriate alternative tests may be administered by professional vocational evaluators. Training on any new job can include vocabulary development appropriate to the reading or writing tasks required.

Provide co-worker/management awareness training to teach basic sign language, ways of communicating through telephone relay, pagers, e-mail, handwritten notes and qualified interpreters.

END CONGENITAL DEAFNESS

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GUIDE TO ACCOMMODATION BY DISABILITY

DEAFNESS (Late Onset)

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
PHYSICAL FUNCTIONS									
Hearing	X	X							
Communicating	X	X							

Use visual or tactile emergency alarms, e.g. flashing lights or vibrating beepers. Modify equipment or machines to show lighted as well as audible indications. Provide access to TDD. Arrange for qualified interpreters for training and important meetings. Provide preferential seating. Position speaker in good lighting and use note-takers for people who rely on speech reading.

Provide co-worker/management awareness training to teach basic sign language or to introduce best ways to communicate with worker. Use captioned training films whenever possible. Utilize computers to communicate (e.g. electronic mail).

END DEAFNESS - LATE ONSET

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GUIDE TO ACCOMMODATION BY DISABILITY

DIABETES

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
PHYSICAL FUNCTIONS									
Fainting, Dizziness, (Insulin reactions)							X		
Standing							X	X	
Environmental - May not be able to perform tasks with cold, hot or wet working conditions	X							X	
Fatigue (Physical)			X		X				X

Allow flexible work schedule, e.g. breaks for monitoring of condition, medication, rest or nutrition.

Allow flexible work schedule, e.g. breaks to walk around or sit down. Modify job to allow performance in seated position.

Control extremes in temperatures or humidity in work environment.

Modify or restructure tasks to decrease physical demands. Break job down into more manageable tasks. Utilize machines such as hand trucks or levers to minimize physical demands. Allow breaks for rest.

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GUIDE TO ACCOMMODATION BY DISABILITY

DIABETES

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES																				
	ACQUIRE/MODIFY EQUIPMENT/DEVICES																				
	PROVIDE READERS/INTERPRETERS																				
	REASSIGN OR RETRAIN INDIVIDUAL																				
	RESTRUCTURE JOB TASKS																				
	MAKE FACILITIES ACCESSIBLE																				
	ADOPT FLEXIBLE POLICIES																				
	ADJ. WORK SCHEDULE																				
	MOD. WRITTEN EXAM																				
	MOD. WORKSITE																				
<p>INTELLECTUAL FUNCTION</p> <p>Thinking (Abstract), Concentration, Attention Span, Behavioral Change</p>	<table style="margin: auto;"> <tr> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>														X	X					
			X	X																	
<p>EMOTIONAL FACTORS</p> <p>Fatigue (Mental)</p>	<table style="margin: auto;"> <tr> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>														X	X					
			X	X																	

When diabetes is not regulated by diet or insulin, these limitations may occur. Be aware of symptoms of insulin reactions. Allow flexible breaks or modified work schedule to accommodate the need for medication, nutrition or rest.

Allow more frequent, intermittent short breaks for rest.

END DIABETES

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GUIDE TO ACCOMMODATION BY DISABILITY

EPILEPSY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
SPECIAL NOTE.....									
PHYSICAL FUNCTIONS									
General Information									
WORK BEHAVIORS									
Working Alone		X	X						X

...There are a number of physical, intellectual, emotional or work behaviors that are affected immediately before, during and after the worker experiences a seizure. However, these are not considered to be functional limitations because of their transient nature and should not require accommodations other than a reasonable time for recuperation.

If the person is not seizure free, minimize potentially hazardous situations. Acquaint coworkers with proper procedures in event of seizure. Modify equipment or worksite if potentially hazardous, e.g. safety screens, safety belts, padding on hard surfaces, automatic safety shut off switches. Avoid flashing lights.

Provide personal emergency alert system for isolated workers.

END EPILEPSY

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										<p style="text-align: center;">HARD OF HEARING</p> <p style="text-align: center;">EXAMPLES OF ACCOMMODATIONS</p>
<p>PHYSICAL FUNCTIONS</p> <p>Hearing</p>	X										<p>Provide visual or tactile emergency alarms, e.g. flashing lights or vibrating beepers. Provide co-worker, and management awareness training on the best ways to communicate with hard of hearing employee (i.e., get employee's attention before speaking; do not speak in a loud or exaggerated fashion).</p> <p>Provide telephone handsets with volume control amplifiers. Use telephone amplifiers compatible with hearing aids. Provide telecommunication devices such as TDD/TTY, Voice Carry Over or CapTel telephones as needed for telephone access. Provide assistive listening devices during training, group meetings or conferences. Use captioned training films. Consider restructuring job tasks or reassignment if phone use or communicating with the public is a requirement of</p> <p style="text-align: center;">END HARD OF HEARING</p>
<p>INTELLECTUAL FUNCTIONS</p> <p>Understanding (verbal) Communicating</p>		X	X								

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								HEART DISEASE	EXAMPLES OF ACCOMMODATIONS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM			MOD. WORKSITE
PHYSICAL FUNCTIONS											
Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, Stooping, Kneeling, Crouching, Walking	X	X	X	X						X	Restructure job tasks to reduce physical demands and the need to lift, push, etc. Acquire work saving equipment. Provide assistive devices such as hoists, lifts, or pulley systems to assist in transporting materials.
Environmental											Reduce excessive heat, fumes, humidity, vibration. Maintain temperature control.
EMOTIONAL FACTORS											
Environmental Stress: (emergencies, deadlines or situational)			X	X							Minimize routine high pressure job tasks or exchange tasks with coworkers.
WORK BEHAVIORS											
Stamina	X	X	X		X	X	X	X	X		Acquire equipment to increase efficiency and reduce effort. Look at task set-up efficiency. Allow appropriate breaks.

END HEART DISEASE

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								<p style="text-align: center;">KIDNEY DYSFUNCTIONS</p> <p style="text-align: center;">EXAMPLES OF ACCOMMODATIONS</p>
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	
<p>This individual can perform functions listed below but may be restricted depending on the severity of the condition.</p> <p>PHYSICAL FUNCTIONS</p> <p>Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, standing, Walking</p> <p>Fatigue (Physical)</p>	X	X						X	<p>Functional limitations of kidney disease can be quite variable. Severely limited employees need light to medium work. Sedentary work may be preferred due to possible fatigue or leg weakness.</p> <p>Modify or restructure tasks to decrease physical demands. Break job down into more manageable tasks. Adjust or relocate material or equipment for easier access. Utilize machines to minimize physical demands, e.g. hand trucks or carts. Provide assistive devices such as hoists, lifts, and pulley systems to transport materials. Allow breaks for rest.</p> <p>See suggestions above for reasonable accommodations.</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES	KIDNEY DYSFUNCTIONS EXAMPLES OF ACCOMMODATIONS									
<p>WORK BEHAVIORS</p> <p>Productivity: Stamina</p> <p>Attendance</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td style="padding: 2px;">ACQUIRE/MODIFY EQUIPMENT/DEVICES</td></tr> <tr><td style="padding: 2px;">PROVIDE READERS/INTERPRETERS</td></tr> <tr><td style="padding: 2px;">REASSIGN OR RETRAIN INDIVIDUAL</td></tr> <tr><td style="padding: 2px;">RESTRUCTURE JOB TASKS</td></tr> <tr><td style="padding: 2px;">MAKE FACILITIES ACCESSIBLE</td></tr> <tr><td style="padding: 2px;">ADOPT FLEXIBLE POLICIES</td></tr> <tr><td style="padding: 2px;">ADJ. WORK SCHEDULE</td></tr> <tr><td style="padding: 2px;">MOD. WRITTEN EXAM</td></tr> <tr><td style="padding: 2px;">MOD. WORKSITE</td></tr> </table>	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	<p>Note accommodations above. Use hydraulic, pneumatic, robotic or electrically controlled devices to reduce physical exertion.</p> <p>Severe cases may need flexible work schedule to allow time off for kidney dialysis or related medical services.</p> <p style="text-align: center;">END KIDNEY DYSFUNCTIONS</p>
ACQUIRE/MODIFY EQUIPMENT/DEVICES											
PROVIDE READERS/INTERPRETERS											
REASSIGN OR RETRAIN INDIVIDUAL											
RESTRUCTURE JOB TASKS											
MAKE FACILITIES ACCESSIBLE											
ADOPT FLEXIBLE POLICIES											
ADJ. WORK SCHEDULE											
MOD. WRITTEN EXAM											
MOD. WORKSITE											

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										LEARNING DISABILITIES EXAMPLES OF ACCOMMODATIONS
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE		
INTELLECTUAL FUNCTIONS											
Reading, Word Recognition, Comprehension	X	X						X			Tape instructions; Give oral instructions. Provide hands-on task demonstration. Teach job specific vocabulary desired in different situations. Explicitly review policies on a periodic basis. Have worker orally repeat rules/directions to ensure comprehension. Pair an employee with a co-worker to read instructions.
Writing, copying	X	X						X			Provide typewriter, tape recorder or Dictaphone. Let worker give reports orally. Use carbon paper.
Spelling	X	X						X			Utilize electronic "spellers", computerized spell-checks, or coworkers, for proof reading.
Numerical Reasoning	X	X						X			Use calculator or adding machine. Present numbers requiring mathematical computation in an auditory format. Develop visual cues for number recognition.
Understanding (Verbal or Written)	X	X						X			Break instructions into small units. Identify learning styles (auditory/visual/tactile) and provide instructions in most effective format. Develop and use checklists or charts

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES							LEARNING DISABILITIES	EXAMPLES OF ACCOMMODATIONS
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE		
Thinking: Concrete	X			X				X	Walk through each new task assignment. Allow hands-on practice. Simulate tasks away from actual job site to minimize distractions. Arrange for job task practice after hours.
Thinking: Abstract	X			X					Review previously acquired information or activities already performed. State new concepts/procedures and indicate similarities, differences, connections to previous information/activities.
Decision Making	X		X						Orally review problem solving techniques. Build problem solving experiences into the training curricula, (Le. "If the copy machine jams - what is the first thing you should do?"). Limit job to repetitive tasks.
Concentration, Attention Span	X							X	If hyperactivity causes this problem, allow physical movement while performing job task. Let employee stand while working. Identify and explain characteristics of the job. Minimize distractions. Isolate worker. Block auditory distractions by using earphones or plugs. Break task into short segments. Develop checklist or chart to insure accurate completion of activities.

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GUIDE TO ACCOMMODATION BY DISABILITY

LEARNING DISABILITIES

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
Learning	X	X	X					X	
Memory	X								X
Spatial, Form Perception									
EMOTIONAL FACTORS									
Adaptability									

Identify learning styles (auditory/visual/tactile). Provide instructions in most effective format. Demonstrate job task. Provide special aids or devices such as: checklists; diagrams or tape recordings which may assist the worker in learning through repetition. "Walk through" each new task.

Write or draw diagrams of instructions. Provide "hands-on" experience. Use tape recorder for replay. Develop cue cards with critical information. Ask worker to verbally repeat directions. Use checklist. Work close to co-worker for prompting and cues. Color code instructions

Use three-dimensional objects or miniature representation in place of drawings or instructions.

Introduce change slowly with advance notice

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GUIDE TO ACCOMMODATION BY DISABILITY

LEARNING DISABILITIES

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
Environmental Stress: a) Emergency Situations				X					
b) Deadlines							X		
Interpersonal Skills	X	X	X	X	X	X	X		
WORK BEHAVIORS									
Giving/Following Supervision			X						

Provide written or oral instructions on how to react to emergency situations. Review procedures frequently. Minimize situations where worker is required to make immediate decisions for his protection as well as co-worker. Use buddy system for emergency evacuation.

Allow lead time for completion of tasks. Provide appropriate supervision, and reassure worker as needed.

Minimize interaction with co-workers. Teach appropriate social skills through role playing. Arrange group meetings to address problems. Choose a buddy. Educate co-workers. Provide immediate feedback for inappropriate behavior.

Provide frequent oral and/or taped instructions when necessary. Encourage worker to ask questions. (See previous section on intellectual functions for greater detail).

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										<p style="font-size: 2em; margin: 0;">MENTAL ILLNESS</p> <p style="font-size: 1.5em; margin: 0;">EXAMPLES OF ACCOMMODATIONS</p>
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE		
<p>PHYSICAL FUNCTIONS General Information</p> <p>INTELLECTUAL FUNCTIONS Important Note.....</p>											
<p>Numerical Reasoning</p>	X	X	X								<p>Be aware that certain medication which mentally stabilizes an individual may cause physical side effects such as inadvertent head movement or bland facial affect.</p> <p>...The following functions <u>may not be common</u> occurrences for individuals with mental illness. These are listed only to offer examples of accommodations if the limitation exists.</p> <p>Provide calculator or allow paper calculation rather than reliance on memory.</p>
<p>Understanding/Thinking Decision-making</p>		X	X				X				<p>Provide step-by-step simple instructions. Write instructions when oral interpretation is difficult or give oral instructions when written interpretation is difficult. Demonstrate work tasks and encourage questions. Minimize job tasks in unstructured work environment.</p>
<p>Concentration - Attention Span</p>		X	X				X	X			<p>Break tasks into short time segments. Schedule adequate breaks between tasks. Arrange work environment to avoid distractions. Use earphones to block sound. Provide check off form. Allow worker to work alone or in small group.</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								MENTAL ILLNESS EXAMPLES OF ACCOMMODATIONS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM		MOD. WORKSITE
Memory-Long/Short Term		X	X							Provide graphic or written instructions. Repeat instructions at close intervals and numerous times until assignment is learned. Provide information cards so that worker can recall information. Allow worker to tape instructions.
EMOTIONAL FACTORS										
Adaptability	X		X	X				X		Gradually introduce changes in the workplace. Re-assign to similar work site and job tasks. Minimize unnecessary change.
Behavioral Change and Emotional Stability		X	X							Be aware of signs when worker is becoming anxious and allow time to relax when upset. Encourage proper intake of prescribed medication. Discuss behavioral changes with worker before it becomes a problem.
Environmental Stress										
a) Emergency and situational		X			X					Provide written or oral instructions and/or demonstration of proper responses to emergency situations, e.g. a buddy system for emergency evacuations.
b) Deadlines		X	X							Allow lead time for completion of assignments. Establish intermediate goals in order to reach deadlines.

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES							MENTAL ILLNESS		
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	EXAMPLES OF ACCOMMODATIONS
Interpersonal Skills	X	X								<p>Allow individual to work alone, if appropriate. Educate co-workers about mental illness in the workplace. Utilize outside experts to teach appropriate interaction skills.</p>
Motivation	X									<p>Give positive reinforcement frequently for a job well done. Establish attainable goals and incentives.</p>
Fatigue (Mental)									X	<p>Allow adequate rest breaks.</p>
WORK BEHAVIORS										
Receiving & Following Supervision	X		X						X	<p>Provide direct, instead of group instructions and supervision. Provide frequent oral or taped instructions. Encourage worker to ask questions.</p>
Speed		X	X						X	<p>Permit quality and accuracy to compensate for speed during probationary period. Allow extra time to learn/apply special techniques. Use a timer to set work pace. Modify work flow.</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										<p style="text-align: center;">MENTAL ILLNESS</p> <p style="text-align: center;">EXAMPLES OF ACCOMMODATIONS</p>
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE		
Working with Others		X							X	<p>Allow individual to work alone if appropriate. Educate co-workers about mental illness in the workplace. Utilize outside experts to teach appropriate interaction skills.</p>	
Attendance (Episodic, not routine concern)				X					X	<p>Adjust work schedule or permit leave without pay for professional treatment, if necessary.</p> <p style="text-align: center;">END MENTAL ILLNESS</p>	

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								MENTAL RETARDATION EXAMPLES OF ACCOMMODATIONS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM		MOD. WORKSITE
PHYSICAL FUNCTIONS										
Motor Coordination		X	X							Not necessarily a <u>physical</u> limitation in its nature. Individual can, with time, develop sufficient skills and coordination to perform tasks. Fine motor skills can be learned, if additional time/training is permitted.
Driving		X	X							May have difficulty in obtaining drivers license but no physical limitations to drive exist
INTELLECTUAL FUNCTIONS										
Reading Print, Word Recognition, Comprehension or Composition		X	X				X	X		Administer tests orally in lieu of written exam. Provide simple, one-step instructions which may include verbal cueing. Provide oral communication instead of written.
Spelling	X		X	X			X			Allow for spelling errors in text when not an essential job task. Allow for oral communication. Overlook spelling errors on application. Provide a computer speller.
Numerical Reasoning	X		X	X			X			Allow for mathematical errors in testing when not essential to job task. Allow use of calculator or paper and pencil to calculate. Consider allowing extra time, when appropriate, for this task.

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								MENTAL RETARDATION	EXAMPLES OF ACCOMMODATIONS
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM		
Understanding/Thinking		X	X					X		Provide step by step simple instructions. Write instructions when oral interpretation is difficult or give oral instructions when written interpretation is difficult. Demonstrate work tasks and encourage questions.
Decision Making		X	X					X		Use repetition to improve routine decision making skills. Teach problem solving techniques in training and reinforce on job. Encourage worker to ask questions. Demonstrate work tasks.
Concentration/Attention Span		X	X					X	X	Break exams or tasks into smaller steps or time segments. Schedule adequate breaks. Arrange work station to avoid distractions, e.g. use earplugs to block sound; allow worker to work alone.
Learning	X	X	X					X	X	Repeat instructions when necessary. Provide written or taped instructions and demonstrations. Allow additional training time. Use pictures to teach. Provide prompts, e.g. verbal cueing.
Memory: Long/Short Term	X		X		X					Provide illustrated and/or written instruction. Repeat instructions often and at close intervals until assignment is learned. Use written, verbal or auditory cueing such as typed instructions, pictures or information cards.

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								MENTAL RETARDATION EXAMPLES OF ACCOMMODATIONS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	
<p>EMOTIONAL FACTORS</p> <p>Adaptability</p> <p>Environmental Stress:</p> <p>a) Emergency Situations</p> <p>b) Deadlines</p> <p>Interpersonal Skills</p> <p>Motivation</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Introduce change slowly with advance notice and explanation.</p> <p>Provide written or oral instructions on how to react to emergency situations. Review procedures frequently. Minimize situations where worker is required to make immediate decisions for his protection as well as for co-workers. Use buddy system for emergency evacuation.</p> <p>Allow lead time for completion of tasks. Provide appropriate supervision and reassure worker as needed.</p> <p>Minimize interaction with co-workers when necessary. Teach appropriate social skills through role playing. Arrange group meetings to address problems. Choose a buddy. Educate co-workers. Provide immediate feedback for inappropriate behavior.</p> <p>Give frequent positive reinforcement for a job well done. Establish attainable goals and incentives.</p>								

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										<p style="font-size: 2em; margin: 0;">MENTAL RETARDATION</p> <p style="font-size: 1.5em; margin: 0;">EXAMPLES OF ACCOMMODATIONS</p>
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE		
<p>Boredom</p> <p>WORK BEHAVIORS</p> <p>Giving/Following Supervision</p> <p>Productivity: Speed, Precision, Detail</p> <p>Performing Multiple Duties</p>	X	X		X	X					<p>Assign different tasks. Keep worker busy. Give positive feedback frequently. Show worker the big picture as it relates to production.</p> <p>Provide frequent oral or taped instructions when necessary. Encourage worker to ask questions. (See previous section under intellectual functioning for greater details).</p> <p>Permit quality and accuracy to compensate for speed during probationary period. Permit pre-employment "practice time". Provide a timer to set work pace. Segment work task and allow time to learn each task properly. Break work into small easily attainable units. Extend probation and/or training period.</p> <p>See previous section on Intellectual Functions for detail.</p>	
										<p>END MENTAL RETARDATION</p>	

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								MUSCULAR DYSTROPHY EXAMPLES OF ACCOMMODATIONS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	
PHYSICAL FUNCTION										
Visual: Acuity or Field of Vision *	X	X	X	X				X	X	May require assistance with written exam or job application; Allow oral testing. Provide large print materials or low vision aids (e.g. magnification devices, color contrasting, non-glare lighting, angle lighting). Reorganize work area to accommodate field of vision, placing objects within visual range.
Speaking *			X	X						Restructure/reassign only if speech becomes unintelligible and if speaking is a requirement of the job. Use augmentative communication device.
Manual Dexterity	X		X	X				X		Administer exam orally. Provide assistance with writing or assistive devices (e.g. reachers; stabilizers for muscle supports; alternate computer controls such as laser beams or remote controls; key guards or expanded keyboards).
* Only in certain types of muscular dystrophy										

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GUIDE TO ACCOMMODATION BY DISABILITY

MUSCULAR DYSTROPHY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES									
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	
Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, Stooping, Kneeling, Crawling, Crouching, Standing, Walking	X	X	X	X					X	Relocate or modify material or equipment for easier access. Install grab bars for balance. Reassign or exchange physical tasks with co-workers. Provide assistive devices such as stand-up wheelchairs, lap trays, carts, walkers, reachers, hoists, lifts or pulley systems.
Writing	X							X		Provide tape recorder, Dictaphone, word processor or computer.
Motor Coordination	X	X	X					X		Provide training in use of adaptive techniques such as: special seating; positioning or manipulation of objects or devices which stabilize involuntary movement and materials (e.g. reachers or suction cups; key guards for keyboards).
Environmental	X	X	X		X	X			X	If respiratory problems occur, eliminate or control exposure to excessive heat, fumes, noxious odors, dust.
Driving	X	X			X	X				Consider hiring a driver if job requires travel. Use adaptive driving devices such as hand controls, mirrors, or steering knobs. If dependent on public transportation, adjust work hours.

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GUIDE TO ACCOMMODATION BY DISABILITY

MUSCULAR DYSTROPHY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
Fatigue (Physical)							X		
WORK BEHAVIORS									
Speed, Stamina Precision/Detail	X	X	X						

Allow flexible work hours or breaks to accommodate need for rest periods (e.g. shorter lunch, longer breaks).

Re-organize work station for optimum efficiency. Provide assistive equipment (e.g. electric stapler, letter opener, modified hand tools or machinery). Reassign/exchange tasks with co-worker. Allow more time for work completion.

END MUSCULAR DYSTROPHY

GUIDE TO ACCOMMODATION BY DISABILITY

MULTIPLE SCLEROSIS

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
Motor Coordination	X	X	X					X	
Environmental		X	X		X	X			X
Driving	X					X			
Writing	X	X						X	
WORK BEHAVIORS									
Productivity Speed and Stamina <u>(occasionally affected)</u>			X	X					X

Provide training in use of adaptive techniques such as special seating or positioning, manipulation of objects or provide devices which stabilize involuntary movement and/or materials (e.g. reachers or suction cups or key guards for keyboards).

Minimize any environmental extremes such as temperature or air quality.

Provide modifications on vehicles (e.g. hand controls, steering knobs, extra mirrors, etc. if driving is necessary on the job. May need to provide a driver

May need oral testing; Provide modified equipment or assistive devices such as tape recorder, Dictaphone, voice control computer, portable electronic typewriter, mouth stick, hand or wrist splints.

Modify or provide equipment to reduce physical effort needed to perform the tasks (e.g. modified hand tools for gripping).

END MULTIPLE SCLEROSIS

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GUIDE TO ACCOMMODATION BY DISABILITY

ORTHOPEDIC DISABILITIES

1) Scoliosis 2) Residuals from fractures or injury, (e.g. back, neck, shoulders, knees, etc.), 3) Carpal Tunnel Syndrome.

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
	PHYSICAL FUNCTIONS								
	Head Movement	X		X				X	
	Manual Dexterity	X						X	X
	Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, Stooping, Kneeling, Crouching, Crawling, Standing, Walking	X	X	X		X			X
	Driving	X							X

Adjust height of objects used. Reposition materials or equipment to minimize head movement. Use swivel chairs or mirrors.

Provide oral testing or assistance with writing. Use assistive devices such as reachers or stabilizers for muscle support. May need alternate keyboard controls.

Relocate material or equipment for easier access. Install grab bars or railings for balance. Reassign or exchange physical tasks with co-workers. Use muscle support devices such as orthopedic chairs, wrist or back supports. Allow for variation of body position at work station to eliminate potential pain or discomfort. Be flexible with breaks and modify frequency or duration of physical activity. Provide assistive devices such as hoists, lifts or pulley systems to transport materials.

Provide modification in vehicles (e.g. hand controls, steering knobs, extra mirrors or appropriate seats for back support), if driving is necessary on the job.

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY

ACCOMMODATION CATEGORIES

- ACQUIRE/MODIFY EQUIPMENT/DEVICES
- PROVIDE READERS/INTERPRETERS
- REASSIGN OR RETRAIN INDIVIDUAL
- RESTRUCTURE JOB TASKS
- MAKE FACILITIES ACCESSIBLE
- ADOPT FLEXIBLE POLICIES
- ADJ. WORK SCHEDULE
- MOD. WRITTEN EXAM
- MOD. WORKSITE

ORTHOPEDIC DISABILITIES

1) Scoliosis 2) Residuals from fractures or injury, (e.g. back, neck, shoulders, knees, etc.), 3) Carpal Tunnel Syndrome.

EXAMPLES OF ACCOMMODATIONS

WORK BEHAVIORS

Productivity:
Repetition, Stamina

X

X

X

Offer rotation to different work tasks. Provide proper elevation of tables, desks, chairs, or adequate space to utilize special movement techniques. Acquire or modify equipment and orthopedic devices to reduce physical effort needed to perform task (e.g. stools for standing jobs).

END ORTHOPEDIC DISABILITIES

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								<p style="font-size: 2em; margin: 0;">PARAPLEGIA</p> <p style="font-size: 1.5em; margin: 0;">EXAMPLES OF ACCOMMODATIONS</p>
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
<p>PHYSICAL FUNCTIONS</p> <p>Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, Stooping, Kneeling, Crouching, Crawling, Standing, Walking</p>	X	X	X	X					X
<p>Driving</p>	X								X
									<p>Relocate material or equipment for easier access. Install grab bars for safe transferring from wheelchair. Exchange tasks with co-workers. Provide assistive devices such as hoist or pulley system, lifts, stand-up wheelchairs, lap trays, baskets, reachers or utility carts. Allow space for wheelchair maneuverability and access to appropriate areas such as work stations, restrooms, etc. Modify restrooms, as needed, for access.</p> <p>Provide modification on vehicle (e.g. hand controls, steering knobs or extra mirrors), if driving is necessary on the job.</p>
									<p>END PARAPLEGIA</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								POLIO	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	EXAMPLES OF ACCOMMODATIONS
PHYSICAL DEMANDS										
Manual Dexterity	X	X	X					X		Provide option for oral testing or assistance with writing. Utilize assistive devices (e.g. reachers, stabilizers for muscle support; alternate computer controls such as laser beams for remote control, key guards or expanded keyboards).
Lifting, Carrying, Pushing, Reaching, Climbing, Balancing, Stooping, Kneeling, Crawling, Crouching, Standing, Walking	X	X	X	X					X	Relocate material or equipment for easier access. Install railings for balance. Exchange tasks with co-worker. Provide assistive devices such as hoists, lifts, pulley systems, stand-up wheelchairs, lap trays, baskets, reachers.
Motor Coordination	X	X	X							Utilize adaptive techniques such as special seating, positioning or manipulation of objects. Provide assistive devices such as reachers, suction cups or key guards.
Environmental		X	X		X	X			X	Eliminate or control exposure to excessive heat, fumes, noxious odors, dust, if respiratory problems occur.

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GUIDE TO ACCOMMODATION BY DISABILITY

POLIO

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE		
Driving	X	X									
Fatigue (Physical)						X					
WORK BEHAVIORS											
Productivity Speed, Stamina Precision, Detail	X	X	X	X	X						

Consider hiring a driver if job related travel is necessary. Provide adaptive driving devices such as hand controls, mirrors, or steering knobs. Adjust work hours if dependent on public transportation.

Allow flexible work hours or breaks to accommodate need for rest periods (e.g. shorter lunch, longer breaks).

Re-organize work station for optimum efficiency. Provide assistive equipment (e.g. electric stapler, letter opener, modified hand tools or machinery). Reassign or exchange tasks with co-worker.

END POLIO

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GUIDE TO ACCOMMODATION BY DISABILITY

QUADRIPLEGIA

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE		MOD. WRITTEN EXAM
PHYSICAL FUNCTIONS									
Head Movement	X		X					X	
Manual Dexterity	X							X	X
Climbing, Balancing, Stoop- ing, Kneeling, Crouching, Crawling, Motor Coordination, Lifting, Carrying, Pushing, Reaching, Standing	X	X	X						
Environmental		X	X	X					X

Adjust work station to maximize utilization of head movement capabilities. Utilize adaptive technology (e.g. "eye-typer" for computer; voice and print computer output systems; sip and puff systems; movement sensitive control devices).

Offer oral testing or assistance with writing. Provide assistive devices (e.g. reachers, stabilizers for muscle support or alternative keyboard controls).

Relocate material or equipment for easier access. Provide assistive devices such as "stand-up" wheelchair, lap tray, basket, reacher, mechanical electronic file or book retriever, page turner, letter opener, electric stapler, envelope sealer, hoists, lifts, pulley systems or modified hand tools. Modify restrooms, as needed, for access.

Minimize any environmental extremes in temperature or air quality.

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								<p style="font-size: 2em; margin: 0;">QUADRIPLEGIA</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">EXAMPLES OF ACCOMMODATIONS</p>	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	
Driving	X			X						<p>If the individual is able to drive, provide modifications on vehicles such as hand controls, steering knobs, extra mirrors. If driving is necessary on the job, consider purchasing an accessible van with wheelchair lift, etc.</p>
Writing	X	X						X		<p>Offer oral testing. Use assistive devices such as tape recorder, Dictaphones, voice controlled computers, electronic typewriters, mouth sticks, hand or wrist splints, grippers, or keyboard key guards.</p>
WORK BEHAVIORS:										
Productivity Speed, Stamina, Precision, Detail	X	X	X	X	X					<p>Reorganize work station for optimum efficiency. Provide assistive equipment (e.g. electric staplers, letter opener, modified hand tools or machinery, special computer systems). Note: See section under "climbing thru standing" for other options.</p>
										<p><u>END QUADRIPLEGIA</u></p>

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GUIDE TO ACCOMMODATION BY DISABILITY

SPEECH/LANGUAGE DISORDER

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
PHYSICAL FUNCTIONS									
Speaking	X	X	X	X				X	
EMOTIONAL FACTORS									
Interpersonal Skills	X	X	X	X					X
WORK BEHAVIORS									
Giving Supervision		X						X	
Communicating	X	X	X	X				X	X

Place individual in jobs requiring few, if any, verbal skills. Provide portable voice output device. Restructure tasks to de-emphasize speaking. Provide T.D.D. for phone usage. Utilize computers to communicate in lieu of speech.

Provide portable voice output device or other alternative system. Place in job requiring little or no interpersonal skills.

Allow other communication modes (e.g. writing, voice output device).

Allow other communication modes (e.g. writing or electronic mail). Permit use of portable voice output device. Provide T.D.D. (telecommunication devices for the deaf).

END SPEECH/LANGUAGE DISORDER

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GUIDE TO ACCOMMODATION BY DISABILITY

STROKE

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES									
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	
<p>PHYSICAL FUNCTIONS</p> <p>Visual: Depth Perception Field of Vision</p> <p>Speaking</p> <p>Seizures</p> <p>Manual Dexterity</p>	<p>X</p> <p></p> <p></p> <p></p> <p>X</p>	<p></p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p></p> <p></p> <p>X</p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p>X</p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p>Allow more time for testing. Provide visual aids (e.g. a scope to widen field of vision). Use color contrasting for clarity or as a visual cue to indicate depth location and distance of objects. Bring peripheral objects into individual's field of vision.</p> <p>Allow note writing or portable communication booklets with photographs, drawings, or other visual cues. Provide a T.D.D. (telecommunication device for the deaf) for telephone use. Utilize an augmentative communication device/prosthetic.</p> <p>Ask the individual about safety related issues on the job (e.g. safety guards on machinery; automatic shut-off devices, padded floors) if seizures are a possible occurrence and are not controlled by medication.</p> <p>Offer oral testing or assistance with writing. Provide assistive devices (e.g. reachers and stabilizers for muscle support). May need alternate keyboard controls.</p>				

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								STROKE	EXAMPLES OF ACCOMMODATIONS
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM		
Lifting, Carrying	X	X	X						X	Install grab bars and railings for balance. Relocate material or equipment for easier access. Provide assistive devices such as utility carts, reachers, hoists, lifts or pulley systems for transporting materials.
Driving	X						X			Provide modification in vehicles (e.g. hand controls, steering knobs or extra mirrors) if driving is necessary on the job.
Writing	X			X					X	Provide tape recorder, Dictaphone, word processor or computer.
INTELLECTUAL FUNCTIONS										
Reading, word recognition or comprehension	X	X							X	Provide readers or audible taped instructions. Provide icons or pictographs in lieu of print.
Thinking: Abstract Decision making, Concentration, Attention Span, Learning, Memory: Short/Long term Details, Spatial/ Form perception			X	X					X	Place in a highly structured job with distinct responsibilities and few opportunities for in-depth problem solving. Use memory log, check sheets, repetition lists, or computer spellers. As needed use a tape recorder or verbal cues. Environmental reminders or coworkers can also be of great assistance.

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<p>EMOTIONAL FACTORS</p> <p>Environmental Stress: Emergency Situations Deadlines, Situational Behavioral Change, Fatigue</p>	<table style="margin: auto; border-collapse: collapse;"> <tr><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td></tr> <tr><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td></tr> <tr><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td></tr> <tr><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td></tr> <tr><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td></tr> </table>		X									X									X									X									X			<p>Provide structure in work duties and the environment. Avoid placement in high risk situations requiring rapid response. Clearly review and practice action steps to be taken in emergency situations.</p>
	X																																									
		X																																								
			X																																							
				X																																						
					X																																					
<p>WORK BEHAVIORS</p> <p>Productivity: Repetition, Speed, Stamina, Precision/ Detail</p>	<table style="margin: auto; border-collapse: collapse;"> <tr><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black;"></td><td style="width: 100px; height: 100px; border: 1px solid black; text-align: center;">X</td></tr> </table>	X		X		X			X	<p>Consider changing working shift to one that is less demanding. Reorganize work station for optimum physical efficiency. Provide assistive equipment (e.g. electric stapler, letter opener, modified hand tools or machinery). Reassign or exchange tasks with co-worker.</p>																																
X		X		X			X																																			
		END STROKE																																								

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GUIDE TO ACCOMMODATION BY DISABILITY

TRAUMATIC BRAIN INJURY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES									
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	
PHYSICAL DEMANDS										
Visual	X	X	X					X	X	<p>Provide: large print materials; signage mats for warning at beginning of stairs; good lighting and contrasting tape on stairs. Offer accommodations at testing, utilizing large print, reader or audio tapes. Allow additional time for testing. Exchange tasks with co-workers when fine vision tasks are required. Use adaptive aides or devices: magnifiers with proper lighting; color coding; closed circuit TV; voice and/or large print output computers; calculators.</p>
Speaking	X	X	X							<p>Place individual in jobs requiring few, if any, verbal skills. Provide portable voice output device. Restructure task to de-emphasize talking. Provide T.D.D. (telecommunication device for deaf) for telephone usage.</p>
Fainting, Dizziness, Seizures			X	X					X	<p>Allow flexible work schedule, (e.g. varied breaks) for monitoring of condition, medication, rest and nutrition.</p>
Manual Dexterity	X	X	X					X	X	<p>Provide oral testing or assistance with writing. Use assistive devices such as reachers or stabilizers for muscle support. May need alternate keyboard controls.</p>

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GUIDE TO ACCOMMODATION BY DISABILITY

TRAUMATIC BRAIN INJURY

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Memory	X	X						X			Use memory log, check sheets, repetition lists, written instructions, tape recorder, verbal cues or a combination of these alternatives.
Spatial, Form Perception			X					X			Use 3-dimensional objects or models in lieu of "flat" diagrams.
EMOTIONAL FACTORS											
Adaptability			X	X							Provide structure and organization in work duties and the environment. Introduce change slowly and with advance notice and explanation.
Emotional Stability											
Environmental Stress: Emergency Situation Deadlines, Situational			X	X			X				Establish a daily/weekly work schedule and routine. Utilize "buddy system" in situations requiring reaction to emergency.
Interpersonal Skills, Behavioral Change, Attitude, Motivation			X								Avoid placement requiring use of interpersonal skills. Offer cueing by supervisor or coworker. Verbally reinforce successes and appropriate behaviors. Minimize interaction with coworkers when necessary. Teach appropriate social skills through role playing. Arrange group meetings to address problems. Choose a buddy. Educate coworkers. Provide immediate feedback for inappropriate behavior.

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GUIDE TO ACCOMMODATION BY DISABILITY

TRAUMATIC BRAIN INJURY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
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Fatigue (Mental) Boredom	X	X						X	X
WORK BEHAVIORS Giving Supervision, Receiving/Following Supervision		X	X						
Productivity Repetition, Speed, Stamina, Precision/Detail			X	X	X	X	X	X	X

Administer lengthy test in segments. Allow shorter, more frequent, breaks. Vary job tasks. Explain the "big picture" as it relates to production.

Place in highly structured environment. Provide more direct supervision when problems arise. Clearly explain job-related expectations. Ask employee to repeat instructions given.

Structure work procedure and work area. Permit quality and accuracy to compensate for speed during probationary period. Permit pre-employment "practice time". Provide a timer to set work pace. Segment work tasks and allow time to learn each task properly. Break work into small, easily attainable units. Extend probation and/or training period *if* appropriate.

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GUIDE TO ACCOMMODATION BY DISABILITY

TRAUMATIC BRAIN INJURY

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES										
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Working Alone/with Others, Communicating		X					X				
Attendance						X	X				
Performing Multiple/Routine Duties	X	X									

Provide clear lines of communication with co-workers. Explain whose assistance should be sought for clarification. Minimize communication with co-worker. Restrict communication activity to exchange information. Minimize communication that requires persuasion or detailed assistance.

Require appropriate prompters in the home and at work to assure punctuality and proper attendance.

Limit variety and complexity of tasks required. Place in a quiet, non-distracting environment. Use ear plugs if sounds distract employee. Minimize visual distractions.

END TRAUMATIC BRAIN INJURY

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GUIDE TO ACCOMMODATION BY DISABILITY

VISUAL IMPAIRMENTS

EXAMPLES OF ACCOMMODATIONS

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE
PHYSICAL FUNCTIONS									
Visual	X	X	X	X	X			X	
Climbing and Balancing			X	X					X
Environmental					X				X
Driving		X	X			X			

Provide large print signage, mats for warning at beginning of stairs, good lighting and contrasting tape on stairs. Offer accommodations at testing utilizing large print, reader, or audio tapes. Allow additional time for testing. Exchange tasks with coworkers when fine vision tasks are required. Use adaptive aids or devices such as magnifiers with proper lighting; color coding; closed circuit TV; voice and/or large print output computers; calculators.

Install railings. Provide work site orientation. Teach standard safety precautions.

Install stronger and/or adjustable lighting source. Rearrange furniture or fixtures at worksite. Utilize drapes and blinds to reduce glare. Install appropriately colored wall panels, back drops and work surfaces for contrast.

If dependent on public transportation, adjust work schedule as needed. Consider hiring driver if job requires travel.

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GUIDE TO ACCOMMODATION BY DISABILITY

FUNCTION OR ACTIVITY	ACCOMMODATION CATEGORIES								VISUAL IMPAIRMENTS	
	ACQUIRE/MODIFY EQUIPMENT/DEVICES	PROVIDE READERS/INTERPRETERS	REASSIGN OR RETRAIN INDIVIDUAL	RESTRUCTURE JOB TASKS	MAKE FACILITIES ACCESSIBLE	ADOPT FLEXIBLE POLICIES	ADJ. WORK SCHEDULE	MOD. WRITTEN EXAM	MOD. WORKSITE	EXAMPLES OF ACCOMMODATIONS
Writing	X									Utilize writing guides, magnifiers, or Dictaphones.
WORK BEHAVIOR Productivity: (Only initially) Speed, Precision and Detail	X		X					X		May require additional training time to assess accommodation needs and to set up and train on assistive devices such as closed circuit TV, voice output computer or special guides and gauges.
										END VISUAL IMPAIRMENTS

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RESOURCE GUIDE

TO

REASONABLE ACCOMMODATIONS

Following is a summary of both Alabama and national resources that may help when you are considering ways to reasonably accommodate people with disabilities in the workplace. A more comprehensive listing of national resources can be found in the EEOC ADA Title I Technical Assistance Manual, Resource Directory. Within this resource guide you will find information divided into 5 major categories:

1. PEOPLE RESOURCES
2. COMPUTER INFORMATION RESOURCES
3. PUBLICATION RESOURCES
4. SPECIFIC RESOURCES - DISABILITY
5. FINANCIAL RESOURCES
6. MISCELLANEOUS RESOURCES

PEOPLE RESOURCES

ALABAMA DEPARTMENT OF REHABILITATION SERVICES

Business Relations Program:

Peggy Anderson, State Director of Business Services: (205) 290-4457 FAX (205)945-8517

email: peggy.anderson@rehab.alabama.gov

Business Relations Consultants:

Pat Daugherty:(334) 222-4114
(800) 671-6833 FAX (334) 427-1216
580 West Bypass
Andalusia, AL 36420
patrick.daugherty@rehab.alabama.gov

Debbie Clemons:(205) 290-4452
debbie.clemons@rehab.alabama.gov

Tammy Lovell:(205) 290-4455
tammy.lovell@rehab.alabama.gov

Bobbi Stephenson:(205) 290-4465
bobbi.stephenson@rehab.alabama.gov

Hayley Cofer:(205) 943-4984
hayley.cofer@rehab.alabama.gov
(800) 671-6837 FAX (205) 945-8517
236 Goodwin Crest Drive
Birmingham, AL 35209

Omar Smith: (256) 552-0744
(800) 671-6838 FAX (256) 351-2476
621 Cherry Street, N.E.
Decatur, AL 35603
omar.smith@rehab.alabama.gov

Peggy Anderson: (205) 290-4457
(800) 275-0132 FAX (334) 792-1783
795 Ross Clark Circle
Dothan, AL 36301
peggy.anderson@rehab.alabama.gov

Cindy Yancey:(256) 547-6974
(800) 671-6839 FAX (256) 543-1784
1100 George Wallace Drive
Gadsden, AL 35903-2270
cindy.yancey@rehab.alabama.gov

Nick Conway:(256) 650-1744
(800) 671-6840 FAX (256) 650-1795
3000 Johnson Road SW
Huntsville, AL 35805
nick.conway@rehab.alabama.gov

Lorinda Day:(251) 479-8611
lorinda.day@rehab.alabama.gov
(800) 671-6842 FAX (251) 471-6018
2419 Gordon Smith Drive
Mobile, AL 36617-2395

Anna Doeren:(334) 293-7156
(800) 441-7578 FAX (334) 293-7372
502 South Lawrence St
Montgomery, AL 36107
anna.doeren@rehab.alabama.gov

Dawn Huntzinger:(256) 381-1110
(800) 275-0166 FAX (256) 389-3149
P.O. Box 2388
Muscle Shoals, AL 35662-2388
dawn.huntzinger@rehab.alabama.gov

Peggy Anderson: (205) 290-4457
(800) 671-6837 FAX (205) 945-8517
510 West Thomason Circle
Opelika, AL 36801-5499
peggy.anderson@rehab.alabama.gov

Roy Roberts: (256) 362-1300
(800) 441-7592 FAX (256) 362-6387
#4 Medical Office Park
Talladega, AL 35160
roy.roberts@rehab.alabama.gov

Leslie Dawson: (205) 554-1359
leslie.dawson@rehab.alabama.gov
Willie Johnson: (205) 554-1335
willie.johnson@rehab.alabama.gov
(800) 331-5562 FAX (205) 554-1369
1305 James I. Harrison, Jr. Parkway East
Tuscaloosa, AL 35403

ALABAMA DEPARTMENT OF REHABILITATION SERVICES Rehabilitation Technology Specialists

Rehabilitation Technology Specialists based throughout the state can be a contact to offer both national and Alabama resources for workplace accommodations. They are trained engineers who work with a team of rehabilitation professionals, including the Employer Development Coordinators, Rehabilitation Counselors, Vocational Evaluators, Occupational Therapists and disability-specific consultants. Generally, their assistance will be identification, evaluation, modification, design and/or recommendation of "low-tech" and "high-tech" solutions to workplace problems and accommodations. Department of Rehabilitation Services technology specialists are:

Decatur VR Office

Offices Covered: Decatur, Huntsville, Muscle Shoals, Scottsboro
Phone: (256)353-2754 FAX (256)351-2476
Toll Free: (800)671-6838
621 Cherry Street, N.E.
Decatur, AL 35602

Bynum Duren: Birmingham VR Office

Offices Covered: Anniston, Bessemer, Birmingham, Columbiana, Gadsden, Talladega
Bynum.duren@rehab.alabama.gov

Michael Papp: Birmingham VR Office

Offices Covered: Birmingham, Bessemer, Columbiana, Jasper, Tuscaloosa
Michael.papp@rehab.alabama.gov
Phone: (205)290-4400 FAX (205) 945-8517
Toll Free: (800)671-6837
236 Goodwin Crest Drive
Birmingham, AL 35209

Jeff Mega: Montgomery VR Office

Offices Covered: Montgomery, Opelika, Selma
Jeff.mega@rehab.alabama.gov
Phone: (334)288-0220 FAX (334)281-1388
Toll Free: (800) 441-7578
2127 East South Boulevard
Montgomery, AL 36111

Melissa Ireland: Dothan VR Office

Offices Covered: Andalusia, Dothan, Troy
Melissa.ireland@rehab.alabama.gov
Phone: (334)699-8600 ext.203 FAX (334)792-1783
Toll Free: (800)275-0132
795 Ross Clark Circle, NE
Dothan, AL 36303

Mobile VR Office

Office Covered: Jackson, Thomasville, Mobile
Phone: (251)479-8611 FAX (251)450-6380
Toll Free: (800)671-6842
2419 Gordon Smith Drive
Mobile, AL 36617

COMPUTER INFORMATION RESOURCES

The following resources offer computerized technical information and help websites to employers or persons with disabilities concerning solutions for accommodations in the workplace. Each may be contacted by telephone, e-mail or mail, and are available at no cost.

A free service of the Office of Disability Employment Policy U.S. Department of Labor, the **Job Accommodation Network (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 ADA and other disability related legislation, and 3) educating callers about self-employment options.

Job Accommodation Network (JAN)

800-526-7234 (voice or TTY)

<http://www.jan.wvu.edu/>

West Virginia University

809 Allen Hall

Montgomery, WV 26506-6123

The **National Rehabilitation Information Center (NARIC)** is a library and information center focusing on disability and rehabilitation research. The NARIC site is used to access resources for employment, advocacy, benefits and financial assistance, education, technology, and more.

National Rehabilitation Information Center (NARIC)

800-346-2742 (toll-free voice) 301-459-5984 (voice or TTY) 301-459-5900 (voice only)

<http://www.naric.com/> E-mail: naricinfo@heitechservices.com

4200 Forbes Boulevard, Suite 202

Lanham, MD 20706-4829

ABLEDATA provides objective information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States. We serve the nation's disability, rehabilitation, and senior communities. Although **ABLEDATA** does not sell any products, it can help you locate the companies that do.

ABLEDATA

800-227-0216 (toll-free voice) 301-608-8912 (TTY)

<http://www.abledata.com/abledate.cfm?pageid=19337> E-mail: abledate@orcmacro.com

8630 Fenton Street, Ste. 930

Silver Spring, MD 20910

PUBLICATION RESOURCES

Following is a brief summary of some of the more noteworthy publications that provide information about ADA and reasonable accommodations in the workplace.

WORKPLACE TECHNOLOGIES FOR PEOPLE WITH DISABILITIES: A Guide for People with Disabilities-Business and Vocational Service Professional

This publication illustrates how assistive technology can assist employees with disabilities reach maximum potential. It sites a variety of work stations which have been designed to accommodate specific functional limitations in the workplace. It also contains a comprehensive resource directory.

Publisher: Illinois Assistive Technology Program/TechConnect

1 West Old State Capitol Plaza, Suite 100

Springfield, IL 62701

217-522-7985 (Voice) 217-522-9966 (TTY) 217-522-8067 (FAX)

E-mail: iatp@iltech.org

WORKSITE MODIFICATION DIGEST: (October, 1991)

This digest contains detailed examples of labor saving equipment or reconfigurations of worksites which accommodate workers with limitations in physical capacities. It was developed by employers, private rehabilitation consultants, reemployment consultants, insurers and disabled workers. It gives information on disability, job settings, obstacles, modifications, and costs.

Preferred Worker Program

P.O. Box 14480

Salem, OR 97309-0405

ADA CHECKLIST FOR READILY ACHIEVABLE BARRIER REMOVAL:

This checklist sites examples of ADA requirements for employing disabled workers. It assists employers with preparing and complying with ADA, and accommodating their employees complying with ADA, and accommodating their employees.

Americans with Disabilities Act

800-514-0301(Voice) 800-514-0383 (TTY) www.ada.gov

US Dept. of Justice

950 Pennsylvania Avenue, NW

Washington, DC 20530

TECHNICAL ASSISTANCE MANUAL ON THE EMPLOYMENT PROVISIONS (Title I) OF THE AMERICANS WITH DISABILITIES ACT

(A Resource Directory is included in this manual)

This manual provides guidance on the practical application of requirements established by the ADA Title I and EEOC regulators. Title I concepts are clearly explained, using examples, to enhance understanding. The Resource Directory is added to assist with compliance. EEOC will send one free copy and each additional copy may be purchased from the Government Printing Office.

U.S. Equal Employment Opportunity Commission Office of Communications and Legislative Affairs

Attn: ADA Technical Assistance Manual

1801 L Street, NW

Washington, DC 20507

202-419-0700 800-669-EEOC (3362) (Voice) 800-800-3302 (TDD)

www.eeoc.gov

AMERICANS WITH DISABILITIES ACT HANDBOOK- (EEOC Bk-19)

This Handbook contains the annotated regulations for Titles I, II and III, resources for obtaining additional assistance, and an appendix which contains supplementary information related to the implementation of ADA. This document is available in alternate formats.

This book can be ordered from the web site: www.eeoc.gov

This book can also be ordered from:

U.S. Equal Employment Opportunity Commission Clearinghouse

8280 Greensboro Drive Suite 300

McLean, VA 22102

800-669-3362 (VOICE) 800-800-3302 (TTY) 703-821-2098 (FAX)

To Order Braille &/or Large Print call:

202- 663-4900 (VOICE) 202- 663-4494 (TTY)

DISABILITY-SPECIFIC RESOURCES

These national organizations can supply information about specific disabilities and the limitations which can result from them. Some can also supply information about resources for technology and ideas for accommodations. Often, there is an Alabama affiliate, and the national organization can supply the address and phone number.

American Speech-Language-Hearing Association (www.asha.org) 1-301-897-5700 (Voice or TDD) and 1-800-638-8255
(Consumer Helpline for the Association)

American Amputee Foundation (www.americanamputee.org) 1-501-666-2523

American Lung Association (www.lungusa.org) 1-800-LUNGUSA (586-4872)

American Cancer Society (www.cancer.org) 1-404-320-3333

American Council of the Blind (www.acb.org) 1-202-467-5081

American Heart Association (www.americanheart.org) 1-800-242-8721

American Lupus Society (www.lupus.org) 1-202-349-1155 and 1-800-558-0121 (Information Request Line)

American Orthotic and Prosthetic Association (www.aopanet.org) 1-703-836-7116

American Parkinson's Disease Association (www.apdaparkinson.org) 1-800-223-2732

Arthritis Foundation (www.arthritis.org) 1-800-283-7800

Association for Retarded Citizens (<http://thearc.org>) 1-800-433-5255

Asthma and Allergy Foundation (www.aafa.org) 1-800-7ASTHMA (727-8462)

Epilepsy Foundation of America (www.efa.org) 1-800-332-1000

Hearing Loss Association of America (www.hearingloss.org) 1-301-657-2248 (Voice) 1-301-657-2249 (TTY)

Learning Disability Association (www.ldanatl.org) 1-412-341-1515

Muscular Dystrophy Association (www.mda.org) 1-800-FIGHT-MD (344-4863)

Myasthenia Gravis Foundation (www.myasthenia.org) 1-800-541-5454

National Alliance for the Mentally Ill (www.nami.org) 1-800-950-NAMI (6264)

National AIDS Hotline (www.aids hotline.org) 1-800-342-2437

National Association for the Deaf (www.nad.org) 1-301-587-1788 and 1-301-587-1789 (Voice or TDD)

National Association for Sickle Cell Disease (www.sicklecelldisease.org) 1-800-421-8453

National Center for Learning Disabilities (www.nclld.org) 1-888-575-7373

National Center of Employment of the Deaf (www.hknc.org) 1-516-944-8900 (x253)
Related Link is <http://deafness.about.com/cs/jobfeatures/a/findjobs.htm>

National Clearinghouse for Alcohol and Drug Information (www.health.org/about/aboutncadi.htm) 1-800-729-6686

National Council on Alcoholism and Drug Addiction (www.ncadd.org) 1-212-269-7797 and 1-800-NCA-CALL (24 hour referral)

National Diabetes Information Clearinghouse (<http://diabetes.niddk.nih.gov>) 1-800-860-8747

National Federation of the Blind (www.nfb.org) 1-410-659-9314

National Foundation for Chemically Hypersensitive (<http://mcsrelief.com/NatFdnCH.html>) 1-517-697-3989
Related Link is www.snowcrest.net/lassen/eimcsorg.html

National Head Injury Foundation (www.biausa.org) 1-800-444-6443

National Information System Center for Developmental Disabilities (www.cdc.gov/ncbddd) 1-800-CDC-INFO (232-4636)

National Kidney Foundation (www.kidneywdc.org) 1-800-638-8299

National Multiple Sclerosis Society (www.nmss.org) 1-800-FIGHT-MS (344-4867)

National Osteoporosis Foundation (www.nof.org) 1-202-223-2226

National Scoliosis Foundation (www.scoliosis.org) 1-800-673-6922

National Spinal Cord Injury Association (www.spinalcord.org) 1-800-962-9629

National Stroke Information Service Referral Clearinghouse (www.caphis.mlanet.org) 1-800-336-4797

Paralyzed Veterans of America (www.pva.org) 1-202-872-1300

Spina Bifida Association of America (www.sbaa.org) 1-800-621-3141

Telecommunications for the Deaf, Inc. (www.tdi-online.org) 1-301-589-3006 (Voice or TDD)

United Cerebral Palsy Association (www.ucp.org) 1-800-872-5827

FINANCIAL RESOURCES

Tax incentives are available to businesses to help offset costs related to reasonable accommodations, removal of architectural barriers or hiring and training persons with disabilities.

DISABLED ACCESS CREDIT

Under Section 44 of the IRS Codes, the incentive allows a maximum tax credit of up to \$5,000 per year for costs related to reasonable accommodation, alternative format materials, interpreters, consultants, structural changes, etc. Expenditures must exceed \$250 and may not exceed \$10,250. You can only deduct up to 50% of eligible access expenditures. The credit is for small businesses with 15 or more employees and \$1 million or less in gross receipts; or if gross receipts were greater, the business not employed more than 30 full-time employees during the preceding tax year.

ARCHITECTURAL & TRANSPORTATION BARRIER REMOVAL DEDUCTION

Section 190 of the IRS Code states a tax deduction (up to \$15,000 per year) is permitted on dollars spent to make a workplace more accessible for employees and customers. This includes: Braille elevator panels, alarms, structural changes, ramps, consulting fees leading to barrier removal, etc. For more information visit the following website: <http://www.irs.gov/pub/irs-pdf/p334.pdf>

WORK OPPORTUNITY TAX CREDIT (WOTC)

The Work Opportunity Tax Credit (WOTC), which replaces the Targeted Jobs Tax Credit (TJTC) Program, provides a tax credit for employers who hire certain targeted low-income groups, including vocational rehabilitation referrals, former AFDC recipients, veterans, ex-felons, food stamp recipients, summer youth employees, and SSI recipients.

How do I file for this credit? Complete and submit IRS Form 8850, "Pre-Screening Notices and Certification Request for the Work Opportunity and Welfare-to-Work Credits," to your local SESA.

How does it work? The employer determines likely eligibility by including the WOTC Pre-Screening Notice as part of the application process. Then on or before the day employment is offered, the Pre-Screening Notice must be signed by the employer and employee and mailed to the SESA within 21 days after the employee begins work. The employer documents eligibility (based on information received from the employee) and submits documentation to the SESA. The SESA certifies which individuals are eligible for WOTC and notifies the employer in writing for purposes of filing the tax credit.

Where do I obtain IRS Form 8850? <http://www.irs.gov/pub/irs-pdf/f8850.pdf> or Call 1-800-829-3676 (Voice) 1-800-829-4059 (TTY)

Where do I obtain additional information? Call your State Employment Agency WOTC Coordinator or (202) 219-9092.

<http://www.uses.doleta.gov/wotcdata.asp>

OTHER ASSISTANCE

On a case-by-case basis, the state's Division of Rehabilitation Services may assist an employer by purchasing certain types of assistive aids or devices that lead to reasonable accommodations at the job site. In these instances, it is still the employer, however, who bears the responsibility for providing reasonable accommodations. An employer may also allow the person with a disability to share in the cost of an accommodation if he or she so desires.

MISCELLANEOUS RESOURCES

INTERPRETERS FOR THE DEAF

In Alabama, contact:

ANNISTON/TALLADEGA:

Alabama Institute for Deaf & Blind Regional Center (AIDB)
Telephone: (205) 761-3453

AUBURN/OPELIKA

Department of Rehabilitation Services
Telephone: (205) 749-1250

BIRMINGHAM:

Independent Living Center
Telephone: (205) 251-2223

Alabama Institute for Deaf & Blind Regional Center (AIDB)
Telephone: (205) 251-0605

Department of Rehabilitation Services
Telephone: (205) 290-4400 (205) 290-4401 (TDD/TTY)

DOTHAN/ANDALUSIA/EUFAULA:

Alabama Institute for Deaf & Blind Regional Center (AIDB)
Telephone: (205) 677-6270

GADSDEN:

Department of Rehabilitation Services
Telephone: (205) 547-6974

HUNTSVILLE:

Alabama Institute for Deaf & Blind Regional Center
(AIDB) Telephone: (205) 539-7881

MONTGOMERY:

Janice Capilouto Center for the Deaf
Telephone: (205) 264-4533

MOBILE:

Independent Living Center
Telephone: (205) 432-5011

Mobile Center for the Hearing Impaired
Telephone: (205) 476-4944

Alabama Institute for Deaf & Blind Regional Center
(AIDB) Telephone: 432-7777

MUSCLE SHOALS:

Department of Rehabilitation Services
Telephone: (205) 381-1110

TUSCALOOSA:

Department of Rehabilitation Services
Telephone: (205) 759-4493

For national information about the profession of interpreting, the interpreter's code of ethics and criteria for determining interpreter qualifications contact:

NATIONAL REGISTRY OF INTERPRETERS FOR THE DEAF
814 Thayer Avenue
Silver Spring, MO 20910
301-588-2406 (Voice or TOO)

CAPTIONING & DESCRIPTIVE VIDEOS

For information on captioning and descriptive videos, contact the source listed below. They will develop captioning for video tapes and provide descriptive video service (OVS) for persons with visual impairments.

THE CAPTION CENTER WGBH
125 Western Avenue
Boston, MA 02134 617-492-9225
(Voice or TOO) 617-492-2777
(Ext. 3035) OVS

BRAILLING, LARGE PRINT, AUDIO TAPED TEXT

Each of these sources will have varying prices and delivery schedules to describe their services.

METROLINA ASSOCIATION FOR THE BLIND
704 Charlotte, NC 28204
704-372-3870

ALABAMA INSTRUCTIONAL RESOURCE CENTER FOR THE BLIND
P.O. Box 698
Talladega, AL 35160
205-761-3262

M.S.M.T. BRAILLE SERVICES
3917 Mayette Avenue
Santa Rosa, CA 98406
707-579-1115

This listing of resources is intended to be a quick reference for residents of Alabama, not an inclusive national directory. Each resource should stand on its own merit.

GLOSSARY OF TERMS

ABSTRACT THINKING

The process of conceptual, difficult-to-understand thought patterns

ACCESSIBILITY

Term which denotes that a program or facility is free of physical or communication barriers which would deny access to or participation by people with disabilities

ACCOMMODATION CATEGORIES

a) Make facility accessible - make needed renovations which afford programmatic or facility access to people with disabilities.

b) Modify administration of written exam-provide assistance or alternative testing methods as applicable.

ADAPTABILITY (emotional)

The ability of a person to adjust to changes in a working environment without undue stress, extreme changes in temperament, or loss of productivity.

ADVENTITIOUS DISABILITY

A disability that occurs after birth

ALTERNATIVE TESTING

Any type of test administered in lieu of the current screening tests which will measure knowledge, skills, ability or aptitudes.

ASSISTIVE DEVICES

Any product, piece of equipment or modification to a device that will enable, improve, or enhance a person's ability to perform a task.

ASSISTIVE LISTENING DEVICE (ADL)

A device which aids listening under specific environmental conditions, e.g. personal FM auditory receiver for use in an auditorium/classroom presentation.

**AUGMENTATIVE COMMUNICATION
DEVICE**

Communication which replaces or supplements, as needed, spoken/written output for individuals with severe expressive disorders

AWARENESS TRAINING

Educational initiatives intended to inform the public about various disabilities.

CLOSED CIRCUIT TELEVISION (CCTV)

A camera/monitor system that can magnify written or printed materials on a television screen to assist with reading or writing within the appropriate spaces

CONCRETE THINKING

The process of basic, easy-to-understand thought patterns.

CONGENITAL DISABILITY

A disability that occurs at or before birth.

CUES

Visual, audible or tactile signals which make an individual aware of needed action.

DISABLED

According to ADA an individual is disabled if: a) he/she has a physical or mental impairment that substantially limits one or more of life's major activities; or b) has a history or record of such an impairment; or c) is perceived as disabled.

EMOTIONAL CONCERNS

Subjective feelings and reactions to the environment, such as adaptability, attitude or motivation

ENVIRONMENTAL (physical)

The physical surroundings of a worker in a specific job (e.g. temperature, air quality, noise)

ESSENTIAL JOB FUNCTIONS

Includes primary job duties that are intrinsic to the employment position the individual holds or desires. It does not include marginal or peripheral functions of that position that are incidental to performance of primary job functions. In ADA guidelines, the following guidelines are offered as indications of which job functions are essential.

FIELD OF VISION	The size of the area that a person can see without turning or moving the eyes.
FUNCTIONAL LIMITATION	The inability of a person to perform an activity or task due to the presence of a disability
ICONS	A pictorial representation of words or functions.
INTELLECTUAL FUNCTIONS	The capacity for rational, intelligent thought (e.g. numerical reasoning, reading, decision making)
JOB ANALYSIS	The process of identifying and describing, in a systematic and comprehensive manner: a) what the worker does in terms of activities or functions; b) the methods, techniques or processes involved in how the work is done; c) the results of the work such as the goods produced or services rendered; d) the skills, knowledge, and abilities needed to accomplish the tasks involved; e) the context of the work in terms of environmental and organizational factors.
JOB COACH	An assistant trainer at job site who provides additional instruction or demonstration to facilitate learning and to enhance production of an employee who is disabled
JOB SITE	The physical surroundings in which a person performs job tasks.
LOW VISION AIDS	Devices that enhance or increase a person's ability to see more clearly
MANUAL DEXTERITY	The ability to move hands and fingers easily and skillfully to manipulate objects.
MOTOR COORDINATION	The ability to synchronize precise muscle movements
PHYSICAL FUNCTIONS	Specific action of a body part such as head movement, standing, walking, speaking, etc.

PROSTHESIS

A fabricated substitute for a missing body part such as an artificial limb. A prosthesis is used to regain independent function or for cosmetic purposes.

QUALIFIED INTERPRETER

A person who has a permit, license or national certification to interpret written or spoken language for a deaf person

READER

A sighted individual who reads print material to an individual with a visual impairment

REASONABLE ACCOMMODATION

A modification in existing facilities, policies, work schedules, equipment, or other work situations to enable people with disabilities to perform job tasks and to access the work environment.

REHABILITATION ENGINEERING

The application of technology, scientific principles or engineering methodology to assist persons with disabilities to overcome barriers to employment, education, rehabilitation, independent living, recreation and transportation.

SIGNAGE

Markers/signs giving visual/tactile directions to people with disabilities.

SIGHTED GUIDE

A person who assists a blind person with moving about an unfamiliar location using specific approved methods of assistance

STAND-UP TABLE

A table that enables a person with a disability (e.g. paraplegia or cerebral palsy) to work in a standing position.

STAND-UP WHEELCHAIR

A wheelchair that mechanically lifts an individual from a seated to an upright position.

SYNTHETIC SPEECH

Electronic speech produced by computer software programs that converts print, letters or other computer-stored information into speech output.

TDD	Telecommunications Device for the Deaf that is used by deaf/hearing impaired or speech impaired persons to electronically transmit conversation, in print format, over regular telephone lines; also referred to as "text telephone".
TACTILE GRAPHICS	Raised engravings or models to produce objects, maps, graphs, that are perceptible by touch.
UNDUE HARDSHIP	An action requiring significant difficulty or expense. In determining whether an accommodation would impose undue hardship consider; company size; number of employees; type of business; nature and cost of accommodation; type of operation; and/or financial resources of business
VIDEO PHONE	A Telephone Relay system using a computer video camera and monitor and transmitting/receiving via a high speed internet connection
VISUAL ACUITY	The ability to process visual detail; sharpness and clarity of vision
VOCATIONAL REHABILITATION	A program of services which assist individuals with mental, physical or emotional disabilities to prepare for employment
VOCATIONAL REHABILITATION SERVICE	Federal/state program whose mission is to enable people with disabilities to become successfully employed
VOICE OUTPUT DEVICE	A modified computer equipped to convert written words or symbols to audible language.
WORK BEHAVIORS	The manner of conducting oneself in the work environment (e.g. giving/receiving supervision; working with others; attendance).

